THE

NATIONAL SCHOOL MANUAL

REGULAR AND CONNECTED COURSE

OF

ELEMENTARY STUDIES,

EMBRACING THE NECESSARY AND USEFUL BRANCHES

OF A

COMMON EDUCATION.

IN FOUR PARTS.

COMPILED FROM THE LATEST AND MOST APPROVED AUTHORS.

BY M. R. BARTLETT.

PART

SECOND EDITION, REVISED AND CORRECTED.

STEREOTYPED BY JAMES CONNER.

Philadelphia:

CAREY & LEA—CHESTNUT STREET.

1832.

Entered according to the act of Congress in the year 1832, by CAREY & LEA, in the Clerk's office of the District Court of the Eastern District of Pennsylvania.

PART II.—CHAPTER XVI

(Lesson 1.) SPELLING.

Easy words of two syllables; accent on the first.

ăb'bĭs	ăt'lăs	bĕd'rīte	bŏnd'măn
ăb'sĕnt	băg'pīpe	bĕd'tīme	bŏnd'slāve
ăd'vĕnt	băl'lăd	bĕl'dăm	brăg'gărt
ăd'vĕrb	băl'lăst	bĕn'nĕt	bránd'ĭsh
ăd'vĕrse	băn'dĭt	bĭd'dĭng	brĭm'fŭl
ăg'lĕt	bănd'roll	bĭl'bō	brĭm'stōne
ăm'bĭt	bănk'bĭll	bĭl'lĕt	brĭn'dĕd
ăm'bûsh	bănk'rŭpt	bĭs'tônt	brŏt'h'ĕl
ănt'hĭll	bánt'lĭng	blánd'ĭsh	bŭm'bărd
ăn't'hĕm	băp'tĭst	blăst'ĕd	bŭm'bâst
ăn'vĭl	băr'rĕn	blĕm'ĭsh	bŭnt'ĭng
ăp'tāte	băsh'fŭl	blĕss'ĕd	bŭrn'ĭng
ăp'tōte	băv'ĭn	blĕss'ĭng	bŭrn'ĭsh
ăr'rănt	bĕd'dĭng	bŏb'bĭn	bŭs'kĭn
ăr'rās	bĕd'māte	bŏd'kĭn	bŭt'ĕnd
ăs'pĕn	bĕd'pōst	bŏnd'âge	bŭt'mĕnt
ăs'trăl	bĕd'rĭd		

(Lesson 2.) READING.

NOTE. Reading is a branch of elementary study to which almost all scholars pay some attention, but, with which few ever become fully or correctly acquainted. Less critical and practical instruction is given in this than in most of the other parts of an education. Generally speaking, scholars read as a matter of course, but the manner of their reading, is left to their own caprice. Hence, they imbibe many errors, and seldom acquire a good style of delivery.

To remedy this general defect, I have thought proper to introduce a few simple principles for the management of Emphasis, and the Inflections of the voice; and to exhibit the manner of applying these to practice, by the introduction of a few sensible characters, designed to direct the pupil in his efforts to obtain a proper style of reading.

The principles are not new; they direct the efforts of all who are good readers or speakers, and I cannot dismiss the hope, that parents, teachers, and pupils, will unite their efforts with this humble attempt to effect a radical reform in the general style of reading.

Allow me to observe, that it is not the quantity of reading which the child is allowed, that makes him a correct reader, so much as the manner of de-

livering what he does read. In no case should the subject or the language be above the pupils command, and the manner should be first dictated by the teacher, and the principles to be inculcated, clearly explained. It will not be difficult for the pupil possessed of a tolerable ear, to follow. The first principle that claims attention is

EMPHASIS.

Emphasis is a strong force of the voice applied to one or more words in a sentence, by which it is distinguished from all the other words in connexion.

In reading or speaking, there are three degrees of force that may be readily observed.

The *Major* force, the *Minor* force, and the *Feeble* force.

The *Major* force, or strong Emphasis, is applied to words which stand opposed, or that imply antithesis, and for the purpose of distinguishing these to the eye of the reader, they are generally printed in Italics. Thus:

Many persons mistake the *love* of virtue for the *practice* of it.

(Lesson 3.) ARITHMETIC.

Arithmetic is the art of computing by numbers. The great object to be accomplished by this study, is to learn how to take numbers, or quantities which are given, and by working with them according to specific rules, obtain other relative numbers, or quantities, *which are not given*, but required by the proposition.

Now the given numbers and quantities can be positively changed or affected only in *two* ways; that is, by *adding something to* them, or by *taking something from* them. Hence, all operations in arithmetic, proceed upon the two opposite principles of addition, and subtraction.

ADDITION.

Addition exhibits a method of putting two or more numbers together, and finding their amount.

RULE 1. Place the given numbers under each other, in such a way that units stand under units, tens under tens, and hundreds under hundreds, and so on, and draw a line under the last number.

2. Begin at the units column, and add together, upward, all the figures in it, and place the amount, if less than ten, under that column.

3. If the amount be just ten, place a cypher there, and carry *one* to the next left hand column.

4. If *more* than ten, or two or more even tens, set down all there is over, and carry *one* for each even ten to the next left hand column.

5. Proceed in this way through all the columns, and set down the full amount under the left hand column.

PROOF. Add the columns downward, carrying in the same manner as in adding them upward, and if the two results agree, then the work is right. Thus:

(1)	(2)	(3)	(4)	(5)
3	6	10	25	652
2	5	11	42	823
4	7	9	31	914
2	8	12	54	492
5	9	20	73	365
16	35	62	225	3246

(Lesson 4.) ENGLISH GRAMMAR.

English Grammar explains the correct mode of writing and speaking the English Language agreeably to its true idiom, and the most approved usage.—The words of which this language is composed, may be classed under ten heads, called *parts of speech.*

The 1st part of speech.

The *first* part of speech is the noun; and it means *name:* Hence, all words that stand for *names*, are nouns.

As, book, pen, bird, beast, man, fish, hill, world, hope, fear, joy, time, news, sin, grace, faith, &c,

OBS. 1. *Now, you will always know a noun, because it means name, and no other part of speech can be made a name. Names are given to whatever you can see, hear, taste, touch, smell, or feel, or of which you can think or speak. All the other parts of speech are converted into nouns, when they are made the subject of thought or discourse.*

OBS. 2. *All the parts of speech derive their names from some property which they respectively possess, or some office which they perform in the construction of language.*

(Lesson 5.) SPELLING.

dăs′tărd	dĭs′tănt	dŏg′slēēp	drŏp′lĭt	ĕf′fŏrt
dĕn′tăl	dŏg′tēēt′h	dŏg′stăr	drŭg′gĭst	ĕld′ĕst
dĕn′tĭst	dŏg′bāne	dŏg′trŏt	drŭm′fĭsh	ĕlv′ĭsh
dĕr′vĭs	dŏg′fĭsh	dŏs′sil	dŭl′lărd	ĕm′blĕm
dĕs′pŏt	dŏg′grĕl	dŏt′tărd	dŭmp′ĭsh	ĕm′pīre
dĭm′ish	dŏg′gĭsh	drăg′nĕt	dŭmp′ling	ĕnd′mŏst
dĭm′mĕr	dŏg′hŏle	drăg′ĭsh	dŭsk′ĭsh	ĕn′tĕr
dĭp′săs	dŏg′hŭuse	drĕss′ing	dŭst′măn	ĕr′gŏt
dĭp′tŏte	dŏg′mă	drŏp′ping	dwĕll′ĭng	ĕr′rănt

(Lesson 6.) READING.

Emphasis.

As Emphasis implies opposition in meaning; the correct application of it may be aided by the following

RULE. Those words and phrases in a sentence, which stand opposed to each other, or which form antithesis, adopt the *major*: *Emphasis*. Thus,

Persons of good taste expect to be *pleased*, at the same time they are *informed*; and they think the best *sense* deserves the best *language*.

As a Persian soldier was railing against Alexander the Great, his officer observed, 'Sir, you are paid to *fight* against Alexander, not to *rail* at him.'

The *wise* man is happy when he gains his *own* esteem; the *fool*, when he gains the esteem of *others*.

That may be held *right* which takes many words to prove it *wrong*; and that *wrong*, which does not, without much labour, appear to be *right*.

How many now are *dead* to *me*,
Who *live* to *others* yet!
How many are *alive* to me
Who crumble in their graves, nor see
That sick'ning, sinking look, which *we*,
'Till *dead*, can ne'er forget!
Tho' *deep*, yet *clear*, tho' *gentle* yet not *dull*;
Strong without *rage*, without *o'erflowing*, *full*.

We judge of men less by the *merit* which distinguishes *them*, than by the *interest* which governs *us*.

Exercise and temperance improve not only a *common* constitution, but a very *indifferent* one.

Many states were in alliance *with*, and under the protection *of*, the then mistress of the world.

(Lesson 7.) ARITHMETIC.

Addition.

(6)	(7)	(8)	(9)
175	1234	31245	432156
324	2134	21345	354612
165	2314	13254	516342
473	3241	42152	164253
216	4321	53241	256134
527	3124	12345	728596

NOTE. The pupil should be required to numerate and value each line of figures, until he can express their value with perfect accuracy and facility.

(Lesson 8.) GRAMMAR.

The 2d part of speech.

The *second* part of speech is the *article*; and it is used to limit the noun. There are but *two* articles in the language;—*a* or *an*, and *the*. They are placed before nouns, and refer to them in *limitation*.

As, a book, a pen, a bird, a beast, the man, the hill, the world, the news, a sin, a grace, the faith, &c.

OBS. *You will henceforth know the article, for it comes before the noun, and limits its meaning.*

(LESSON 9.) SPELLING.

făm′ĭsh	fŭl′lĭp	flăt′lŏng	frĕsh′ĕt
făn′nĕl	fĭn′ĭsh	flăt′ĭsh	frĕt′fŭl
făt′lĭng	fĭn′like	flĕsh′hôôk	frŏg′fĭsh
fĕn′nĕl	fĭsh′hôôk	flĕsh′pŏt	frŏn′tăl
fĕr′vĕnt	fĭsh′pŏnd	flĭp′pănt	frŏst′ĕd
fĕr′vĭd	fĭsh′ĭng	flĭt′tĭng	frŭs′trāte
fĕt′ĕd	fĭt′fŭl	flŏr′id	frŭs′tŭm
fĭf′tēēn	fĭt′mĕnt	flŏr′ĭn	fŭn′nĕl
fĭg′mĕnt	flăg′brôôm	fŏnd′lĭng	fŭr′bĭsh
fĭg′ŭre	flăg′shĭp	fŏp′pish	fŭr′lŏng
fĭl′brāte	flăn′nĕl	fŏs′sil	fŭr′nish

(LESSON 10.) READING.

Emphasis.

The word or phrase which forms antithesis is not always expressed, but implied; hence it will be safe to adopt the following

RULE. The word or phrase which indicates or implies opposition, adopts the *major Emphasis*. Thus:

As a Persian soldier was railing against Alexander the Great, his officer observed, Sir, you are paid to *fight* against Alexander.

Behold how he *loved* him!

Why should Rome fall a *moment* before her time?

My friend, Justice appears to be *lame*.

And Nathan said unto David, *thou* art the man.

OBS. 1. *In these examples it is by no means difficult to distinguish the opposing words, and see the propriety of placing the emphasis.*

In the 1*st*.—Sir, you are paid to *fight* against Alexander, not to *rail* at him.

In the 2*d*.—He not only merely liked him, but he *loved* him.

Why shall Rome fall, not a *month* or a *week* before her time, but a *moment*.

Justice is proverbially *blind*, and she seems to be *lame*.

AND Nathan said unto David, the *Host* whom I have described is not the man, but *thou* art the man.

OBS. *It may not be amiss to inform the pupil that in many cases the application of emphasis is purely arbitrary, and may be changed at liberty in order to vary the construction of the language, but a given construction always requires a stationary emphasis.*

This may be illustrated by an example or two. Thus:

Does *John* live in the city?

In this question the inquiry is whether *John* or his *brother* (or some other person) lives in the city.

(Lesson 16.) GRAMMAR.

The 4th part of speech.

The *fourth* part of speech, is the *Pronoun;* that is, a word used in the place of a noun. The pronoun holds the same relation to the verb which the noun holds; but it is not limited by an article.

Thus: He, she, it, I, we, you, they, &c. are pronouns. As: John is a good boy, *he* loves his book; *he* keeps it clean. Ann writes well; *she* is a good child. The river flows; *it* is deep.

OBS. 1. *John, Ann, and river, are nouns, and he, she, it, are pronouns, and represent the nouns.*

OBS. 2. *Hence, you will know the pronoun, because it stands for, or in place of, the noun.*

(Lesson 17.) SPELLING.

hĕr′ăld	hŭb′bŭb	ĭn′lĕt	lăm′bĕnt
hĕrd′grŏŏm	hŭf′fĭsh	ĭn′māte	lăm′măs
hĕrd′măn	hŭm′drŭm	ĭn′mōst	lănd′ĕd
hĕr′mĭt	hŭn′drĕd	ĭn′sīde	lănd′fâll
hĕr′rĭng	hŭnts′măn	ĭn′stănt	lănd′grāve
hĭp′pĭsh	hŭrl′bāt	ĭn′stĕp	lănd′ĭng
hĭp′shŏt	hŭrt′fŭl	ĭn′tŏ	lănd′lòrd
hŏb′nŏb	hŭsk′ĕd	ĭn′vĕrse	lănd′màrk
hŏd′măn	ĭm′pŏst	ĭn′wârd	lăp′dŏg
hŏg′gĭsh	ĭm′pŭlse	jŭn′tō	lăp′fŭl
hŏl′lănd	ĭn′bòrn	kĭd′năp	lăp′wĭng
hŏr′rĭd	ĭn′brĕd	kĭm′bō	lăv′ĭsh
hŏt′bĕd	ĭn′fănt	kĭn′drĕd	lĕm′mă
hŏt′hòûse	ĭn′gŏt	kĭng′lĭke	
hŏt′spŭr	ĭn′lănd	kĭng′shĭp	

(Lesson 18.) READING.

Inflections of the voice.

RULE 2. When the sentence consists of two great parts, explanatory of each other, the *first* part takes the *rising* inflection and the *second*, the *falling*. Thus:—

Every man that reasons is a logician′, though he may be wholly ignorant of the rules of logic.

There are some arts of which all men are masters′, without ever having studied them.

Persons of good taste expect to be pleased′, at the same time they are informed.

A devout soul may desire to see the things which God has prepared for those that love him′, though no eye hath seen, nor ear heard, neither hath it entered the heart of man to conceive their superlative glory.

At the return of peace, in obedience to the voice of the people, he returned his sword to its scabbard′; for it was in obedience to the same respected voice that he drew it at the approach of war.

OBS. *These examples are what writers term inverted periods. They are distinguished by the property which they possess of being transposed and converted at once into direct periods. One example will suffice.*

Though men may be wholly ignorant of the rules of logic, yet every one that reasons is a logician.

(Lesson 19.) ARITHMETIC.

The second primary principle in arithmetic is

SUBTRACTION.

It teaches the method of taking a less number from a greater and showing the difference.

The larger number is called the *minuend;* and the smaller, the *subtrahend;* and the difference between them, the *remainder.*

RULE 1. Write the larger given number first; then, the smaller given number under it, placing units under units, and tens under tens, &c. and draw a line.

2. Begin at the place of units, and take the lower figure from that which stands directly over it, and place the difference below the line, and under the smaller number.

PROOF. Add the *difference* and *smaller* number together, and, if right, the *amount* will be equal to the *larger* number.

Thus: (1)	(2)	(3)	(4)
346 Minuend.	4325	64534	356428
234 Subtrahend.	3214	53322	135214
112 Remainder.			
346 Proof.			

OBS. *It often happens that the lower figure is larger than the upper, but then it may be taken from* 10, *and the difference may be added to the upper figure; the amount must be placed below the line for the true remainder. One, however, must be carried to the next lower left hand figure. This is called borrowing ten, and carrying one to pay it.*

Thus: (5)	(6)	(7)	(8)
625468	83215678	45678902	374345168
434685	36547891	16598098	185656789

(Lesson 20.) GRAMMAR.

The 5th part of speech.

The *fifth* part of speech is the *adjective;*—its office is to refer to the noun, and express some quality or property attached to it.

Thus: Good boys, fine girls, high hills, old pens, new books, blue sky, black clouds, tall trees, round balls, ripe plums, cold days, dark nights, old houses.

OBS. 1. *The adjective is generally placed before the noun, but*

after the article. As, a sweet apple, an old book, the North River.

OBS. 2. *Sometimes the adjective is placed after the noun; as a river, long, wide, and deep; a man, old, gray, and sick.*

OBS. 3. *Now you will always know the adjective, for it expresses a quality or property, and refers to the noun in modification.*

(Lesson 21.) SPELLING.

lĕn'tĭl	lŏng'ĭng	măn'lĭke	mĭd'wĭfe	mŭg'hôûse
lĕnt'ĭsh	lŭmp'ĭsh	man'nā	mĭlk'măn	mŭn'dāne
lĕs'sēē	lump'ing	măn'ĭsh	mĭlk'pān	mŭr'mŭr
lĕs'sŏr	lŭst'fŭl	mást'ĕd	mĭlk'sōp	mŭsh'rôôm
lĭm'bō	lŭs'trăl	mást'fŭl	mĭn'strĕl	năp'kĭn
lĭm'pĕd	lŭs'trĭng	mĕm'brāne	mĭnt'măn	năr'rāte
lĭm'pĭt	măd'hôûse	mĕn'săl	mĭs'sāl	nĕst'lĭng
lĭn'dĕn	măd'măn	mĕr'ĭt	mōb'ĭsh	nŏg'gĭn
lĭn'sēēd	măg'nĕt	mĕs'lĭn	mŏd'ŭle	nŏn'plŭs
lĭn'tĕl	măn'dāte	mĭd'lănd	mŏt'tō	nŏn'sĕnse
lĭv'ĭd	măn'drāke	mĭd'mōst	mŭg'gĭsh	nŏs'trĭl
lŏg'măn	măn'fŭl			

(Lesson 22.) READING.

Inflections of the voice.

RULE 3. When the sentence is composed of two great constructive parts, either direct or inverted, with one or more independent additional members, each of those members adopt the *falling* inflection. Thus:

People of good taste expect to be pleased/, at the same time they are informed\; and they think the best sense entitled to the best language\; but their chief regard is to perspicuity\.

As you will find in the bible all the truths necessary to be believed/, so you will find at the same time, all necessary directions, for the discharge of your duty\; this book therefore must be the rule of all your actions\; and it will prove your best friend through all the journey of life\.

OBS. *This is called a loose sentence, and the scholar will do well to examine it, that he may not fall into the error of confounding it with other periods.*

(Lesson 23.) ARITHMETIC.

Exercises in Subtraction.

1. B. has 56 marbles, and A. has 19; now let B. give A. 12, and which will have the most? 19+12=31, A's marbles; and 56—12=44, B's marbles; and 44—31=13.

Answer, B. has 13 the most.

2. D's basket has 107 apples in it, C's has only 39; what is the difference? Answer, 68.

3. A. had 9612 dollars in the bank; and he drew out 201 for B., and 1147 for C.; how much has he left? Ans. 8264.

4. Columbus discovered America in 1492, and it is now 1830; how many years have elapsed? Answer, 338.

5. John has three purses; in one he has 217 cents, in another, 169, and in the third, 511; but Mark put his money, 1059 cents, into one purse; which has the most?

(Lesson 24.) GRAMMAR.

The 6th part of speech.

The *next* and *sixth* part of speech, is the *Participle*. The participle is always formed from a verb, by adding *ing*, or *ed*, and, in a few cases, *n* or *t*, to the end of the verb.

Thus: From the verb *go*, comes the participle go-*ing*; and from halt, comes halt-*ed*; from know, comes know-*n*; and from think, comes *thought*.

OBS. 1. *The participle seems to combine the properties both of a verb and an adjective; for it can be used to express an action, and also a quality or property.*

OBS. 2. *You will henceforth know the Participle, from the fact, that it is composed of the verb and one of the above terminations; to wit: ing, ed, (or d only when the verb ends with e,) n, or t.*

(Lesson 25.) SPELLING.

nŏs'trŭm	ŏn'sĕt	pĕn'nănt	pŭn'dŭst	pŏl'lärd
nŏv'ĕl	ŏn'wärd	pĕn'tīle	pĭn'fōld	pŏn'tĭf
nürs'lĭng	ŏr'rĭs	pĕr'ĭsh	pĭp'kĭn	pōp'gŭn
nŭt'gäll	ŏs'tĕnt	pĕr'jŭre	pĭp'pin	pōp'lär
nŭt'mĕg	pāl'lid	pĕst'hôûse	pĭt'măn	pŏs'sĕl
nŭt'shĕll	pās'tĕl	pĕt'ĭsh	pĭt'sâw	pŏs'tĭl
nŭt'trēē	pās'tīme	pĕt'tō	pĭt'fäll	pŏt'ăsh
ŏb'lŏng	pĕl'vĭs	pĭg'gĭn	plănt'ĕd	pŏt'hôôk
ŏl'ŏle	pĕn'dĕnt	pĭg'nŭt	plät'ĕn	pŏt'lĭng
ŏf'fĭng	pĕnd'ĭng	pĭl'grĭm	plät'fŏrm	prĕb'ĕnd
ŏl'ĭve	pĕn'măn	pĭmp'ĭng		

(Lesson 26.) READING.

Inflections of the voice.

RULE 4. Compound sentences are composed of simple members, and the last but one, called the penultimate member, generally adopts the *rising* inflection. Thus:

The soul considered abstractly from its passions,′ is of a remiss and sedentary nature; slow in its resolves,′ and languishing in its exertions.

The wicked may, indeed, taste a kind of malignant pleasure in those actions,′ to which they are accustomed while in this life′, but when they are removed from all those objects which here tend to gratify them,′ they will naturally become their own tormenters.

OBS. 1. *To this rule there is one exception, that is, when*

the penultimate member closes with a strong emphatic word; for then the falling inflection obtains.

Thus: I must therefore desire the reader to remember that by the pleasures of the imagination, I mean those only which arise from *sight*, and that I divide them into two kinds.

Obs. 2. *Strong emphasis naturally induces the falling inflection, and as it is the great hinge upon which the sense turns, it is of course paramount to every other principle.*

(Lesson 27.) ARITHMETIC.

The operations of Addition, may be readily and rapidly performed by *another* rule, called

MULTIPLICATION.

In this rule there are *two* terms given to find a third.

The term to be multiplied is called the *Multiplicand*.

The term by which that is multiplied, is called the *Multiplier*.

And the result, or answer, is called the *Product*.

But the two first terms are frequently called *Factors*.

When the Multiplier is less than 13, it is distinguished by the phrase, *Short Multiplication*, and the result is placed in one line below the Multiplier.

Rule 1. Of the given *factors*, place the *smaller* under the *greater*, and draw a line below both.

2. Multiply each figure in the *upper* factor, by that of the lower, and carry one for every ten, as in addition.

Thus: (1.) Multiplicand, 232 } Factors.
Multiplier, 3 }

Answer, 696 Product.

Proof. This may be had by addition, or more properly by division.

232
232
232

696 Proof.

Or 696÷3=232 Proof.

(2) 2361 × 2

(3) 31476 × 3

(4) 64712 × 4

(5) 58762 × 5

(6) 728395 × 6

(7) 621390 × 7

(8) 3619543 × 8

(9) 5498762 × 9

(10) 8169532 × 10

(11) 56783 × 11

Note.—To multiply by 10 is merely to add a cypher to the multiplicand; for 100, add two cyphers; and for 1000, add three cyphers, &c.

(Lesson 28.) GRAMMAR.

The 7th part of speech.

The *seventh* part of speech is the *Adverb*; it is called so, because it is added to the verb.

As the verb expresses an action, the adverb is used with it to express the manner of the action. But it may be used with a verb, a participle, an adjective, or another adverb. As:

The boy reads badly. The words which compose this sentence are the article *the*, which refers to the noun *boy*, in limitation; *boy* is a noun, or the name of the one who reads; *reads* is a verb, and expresses the act which the *boy* does, and *badly* is an adverb, which shows the *manner* of his reading.

NOTE. Observe that words are used as signs of the ideas which pass in the mind; that all our words may be classed under ten names or heads, and that the object of studying grammar, is to learn how to place these words so as to exhibit our ideas in a correct, concise, and perspicuous manner.

Mary reads well, writes easily, spells correctly; learns daily, looks thoughtfully, and does many things prettily. Peter runs swiftly. John talks loudly. The sun shines pleasantly. Ann is sitting erectly. Sarah writes very readily.

OBS. 1. *You will know the adverb because it belongs to the verb, participle, adjective, or another adverb, and modifies it.*

OBS. 2. *The adverb is often mistaken for the adjective by careless folks, who will not take the trouble of learning that one expresses a quality, and the other a manner.*

(Lesson 29.) SPELLING.

prĕl′āte	pŭr′blīnd	răg′stōne	rĕd′wĭng
prĕl′ūde	pŭr′lòĭn	răm′pănt	rĕl′ĭsh
prĕs′tō	pŭr′pōrt	răm′pàrt	rĕn′nĕt
prĭt′h′ēē	pûsh′ĭng	răp′ĭd	rĕnt′ăl
prŏb′lĕm	pûsh′pĭn	răts′bāne	rĕv′ĕl
pŭb′lĭsh	pŭt′lŏg	răv′ĭn	rĭng′bōne
pŭd′dĭng	răb′bī	răv′ĭsh	rĭng′lĕt
pŭf′fĭn	răb′bĭn	rĕb′ĕl	rŏs′trŭm
pŭl′pĭt	răb′bĭt	rĕd′hŏt	rŭb′bĭsh
pŭl′vĭl	răg′măn	rĕd′shănk	

(Lesson 30.) READING.

Inflections of the voice.

RULE 5. When a question is asked, and it begins with a verb, it takes the *rising* inflection at the close.

Thus:—Shall we crown the author of our evils′?

Do the wise inherit largely of this world's goods′?

Are we likely to spend life in friendship′?

Will not this account of party patches, appear rather improbable to those who live in the shades of retirement′?

Can any thing in the female sex, appear more ridiculous than an unlimited desire for universal praise′?

Can he exalt his views to any thing great and noble, who only believes that, after a short turn on the stage of this world, he is to sink for ever into oblivion'?

OBS. 1. *Many speakers and preachers, reputed good scholars, know nothing of this rule, or, at least, do not practice upon it; whereas it is one of the greatest beauties of delivery, and should be neglected on no occasion, unless controlled by the imperious demands of strong emphasis.*

OBS. 2. *When this kind of question is extended to a number of members, they all adopt the rising inflection.*

Thus: Would an infinitely wise Being, make such a glorious creature as man for so mean a purpose'; can he delight in the production of such abortive intelligence'; such short lived, rational being'? Would he give him talents that are not to be exerted'; and capacities that are not to be gratified'?

(Lesson 31.) ARITHMETIC.

Multiplication.

OBS. 1. *When the multiplier is* 13 *or more, it is called Long Multiplication; for then a line of products is made for each figure in the multiplicand, except cyphers; and the first figure of each line must be placed precisely under the figure which is made the multiplier. To get the answer, the several lines must be added.*

Thus: (12) 34256 } Factors.
234 }

137024	(1) line of product,
102768	(2) line of product,
68512	(3) line of product,

Ans. 8015904 Sum of the products.

OBS. 2. *To prove this sum by addition would be very tedious; for the multiplicand must be repeated* 234 *times, and the whole added. Hence, a mode of proof by division will be given in the next rule.*

OBS. 3. *This illustration will serve to show the advantages which multiplication has over addition, and the necessity there is of understanding it thoroughly.*

OBS. 4. *The reason why one is carried for every ten, is because ten in an inferior column is equal to one only in the next left hand or superior column; on this ratio the principles of notation are founded.*

(13) 21435683 232	(14) 4586913 2456	(15) 3021506 3024
(16) 49089 609	(17) 7408096 7089	(18) 20000 40

(Lesson 32.) GRAMMAR.

Adverbs.

The adverb is a very extensive part of speech. There are no fewer than ten or twelve different kinds, and they should be well understood.

1. Of *Number;* as, once, twice, thrice, &c.
2. Of *Order;* as, first, secondly, lastly, finally, &c.
3. Of *Place;* as, here, where, upward, downward, &c.
4. Of *Time;* as, now, lately, by and bye, often, yearly, &c.
5. Of *Quantity;* as, much, little, enough, abundantly, &c.
6. Of *Quality* or *manner;* as, wisely, justly, fairly, ably, &c.
7. Of *Doubt;* as, perhaps, possibly, perchance, likely, &c.
8. Of *Affirmation;* as, yes, surely, certainly, truly, &c.
9. Of *Negation;* as, no, not, not at all, by no means, &c.
10. Of *Interrogation;* as, how, when, why, wherefore, &c.
11. Of *Comparison;* as, more, most, better, best, less, &c.

(Lesson 33.) SPELLING.

săb′ băt′h	sĕg′ mĕnt	shĕr′ rĭs	sĭn′ fûl
săl′ vō	sĕlf′ ĭsh	shĭl′ lĭng	sĭt′ tĭng
sām′ lĕt	sĕlf′ sāme	shĭp′ mān	skĭl′ fûl
sănd′ ăl	sĕn′ nă	shĭp′ pĭng	skĭt′ tĭsh
sănd′ ĕd	sĕr′ pĕnt	shŏp′ bo͝ok	slănt′ ĭng
sănd′ ĭsh	sĕr′ rāte	shŏp′ măn	slăt′ tĕrn
sănd′ stōne	sĕr′ vănt	shŏl′ frēē	slĭp′ shŏd
săp′ ĭd	shăg′ gĕd	sĭg′ năl	slĭp′ slŏp
săp′ lĭng	shĕll′ fĭsh	sĭg′ nĕt	
săt′ ĭre	shĕlv′ ĭng	sĭl′ ván	
săv′ ĭn	shĕr′ iff	sĭm′ plĕst	

(Lesson 34.) READING.

Inflections of the voice.

RULE 6. When a question, is asked and it begins with a verb, and is followed by, or, joining another question, then the *first* part takes the *rising*, and the *second*, the *falling* inflection.

Thus:—Shall we *crown* the author of our calamity′, or shall we *destroy* him?

Do the wise inherit largely of this world's goods′, or do they regard them as trifles?

Are we prepared to pass this life in friendship′, or must we live enemies?

OBS. *The or is called a disjunctive conjunction, which, though it connects the members of a compound sentence, disjoins the sense; but or does not always disjoin the sense; it often joins both sentences and sense.*

Thus:—Will this account gain us admittance or do us credit? Here the or conjoins; for the construction, is this account will not gain us admittance and it will not do us credit. Therefore,

as the question begins with a verb, both parts take the rising inflection.

Thus:—Will this account gain us admittance′, or do us credit′?

Can storied urn′, or animated bust′,
Back to its mansion, call the fleeting breath′?
Can honour's voice provoke the silent dust′?
Or flattery soothe the dull, cold ear of death′?

(Lesson 35.) ARITHMETIC.

Multiplication.

(20)	30046× 4004=	(21)	55201× 3101=
(22)	91763× 9806=	(23)	76006×60007=
(24)	100002×10002=	(25)	51006×20010=
(26)	630256×35028=	(27)	87004× 8392=
(28)	900349×70098=	(29)	9898× 8769=
(30)	89894×69289=	(31)	7269× 9876=

(Lesson 36.) GRAMMAR.

The 8th part of speech.

The *eighth* part of speech is the *Conjunction*. This class of words is used to join words and sentences, and members of sentences. They are generally small words, and are styled particles. And, but, as, or, so, yet, are among the most common.

Thus:—James *and* John are good boys. Jane *and* Mary read well, *but* they write too fast. He whistles *as* he goes, *yet* he is sad. *As* the tree falls, *so* it lies.

OBS. *You will know the conjunction because it connects words, or sentences, or parts of sentences, and is called a connective particle.*

(Lesson 37.) SPELLING.

slŭg′gĭsh	spĭg′năl	stănd′ărd	stŭf′ fĭng
slŭt′ tĭsh	spĭr′ĭt	stănd′ĭng	sŭb′ŭrb
snăg′gĕd	spĭt′tăl	stănd′ĭsh	sŭl′tăn
snăp′pĭsh	spĭt′tĕd	stăn′zä	sŭm′mĭt
snĭp′snăp	splĕn′dĭd	stĕl′lĕr	sŭn′mŏn
sŏl′ĭd	splĕn′dsh	stĕl′lāte	sŭn′bŭrnt
sŏl′vĕnt	spring′hâlt	stĕr′lĭng	sŭn′lĭke
sŏn′nĕt	spring′tide	stĭg′mä	sŭn′sĕt
sŏt′lĭke	spŭr′lĭng	stĭll′lĭfe	sŭn′shīne
sŏt′tĭsh	stăg′gărd	strĭp′pĭng	sŭr′nāme
spăv′ĭn	stăg′năut	strĭp′lĭng	sŭr′plŭs
spĕnd′thrĭft	stăg′nāte	stŭb′bĕd	

(Lesson 38.) READING.

Inflections of the voice.

RULE 7. When a question is asked, and it begins with an interrogative pronoun or adverb, then it closes with the *falling* inflection. Thus:

What course of instruction is best calculated to secure the happiness and usefulness of the human species\?

Why are youth so generally attached to the more showy parts of an education\?

Where, amidst the dark clouds of pagan philosophy, can he show us such clear prospects of a future state as are presented in St. Paul's epistle to the Corinthians\?

What is your name\? Whence did you come\? How old are you\?

Where is your book?\ When will you answer these questions\?

OBS. *When the interrogative sentence begins with a pronoun or adverb, and combines several members, they all adopt the falling inflection, except the penultimate member, which takes the rising.*

Thus: Where, amidst the dark clouds of pagan philosophy, can he show us such clear prospects of a future state\, the immortality of the soul\, the resurrection of the dead\, and the general judgment/, as are presented in the writings of St. Paul\?

(Lesson 39.) ARITHMETIC.

The operations of subtraction may be performed in a very compendious way, by a rule called

DIVISION.

Division shows the method of finding how many times one number is contained in another, and what remains.

In this case two terms are given to find a third.

The number given to be divided is called the *Dividend.*

The number by which the division is made is called the *Divisor.*

And the third term or answer is called the *Quotient.*

What is left when the work is done, is a fractional part of the dividend, and is called the *Remainder;* this will always be less than the divisor.

When the divisor is less than 13, it is called *short* division, for then it is done by one operation, and the quotient stands in a line under the dividend.

RULE 1. Write the divisor on the left of the dividend, and part them by a small curved line; then draw a line under the dividend.

2. By inspection find how often the divisor is contained in the first left hand figure or figures of the dividend, and place the result under the right-hand figure of those that were taken into the inspection for the first left hand figure of the quotient.

3. If there be a remainder, suppose it to be as many tens, and prefixed to the next figure of the dividend, and then inspect and obtain a second quotient figure.

4. Proceed in this way through all the figures of the dividend.

Thus: Suppose the dividend to be 3426, and the divisor 6.

6)3426

571 Quotient.

As the proof of Multiplication is by Division, so the proof of Division is best obtained by Multiplication, as follows:

Multiply the quotient by the divisor, add in the remainder, if any, and the product will equal the dividend.

Thus: 571 the Quotient.
6 the Divisor.

Product 3426 Proof.

(Lesson 40.) GRAMMAR.

The ninth part of speech.

The *ninth* part of speech is the Preposition. This part of speech also joins words and phrases; and points out the relation that exists between them. Prepositions are likewise small words or particles, such as by, with, to, from, of, on, at, in, &c. and they are applied

Thus: John went *from* Boston *to* Salem, *in* a stage *on* the turn-pike. Ann walked *from* the green, *by* the Park, *on* the left *to* Chatham.

OBS. *Although the Preposition joins words, &c. like the conjunction, yet you can tell the preposition because it shows a relation which the legitimate conjunction does not.*

(Lesson 41.) SPELLING.

tăb'ĭd	tĕm'pĕst	tĭn'măn	trăn'sĭt
tăb'lĕt	tĕm'plăr	tĭt'bĭt	trăv'ĕrse
tăb'rĕt	tĕn'ănt	tĭt'mŏŭse	trĕs'sĕd
tăd'pŏle	tĕn'drĭl	tŏn'sĭl	trĭb'ūne
tăg'răg	tĕn'nĭs	tŏp'măn	trĭb'ūte
tăl'ĕnt	tĕnt'ed	tŏp'mŏst	trĭm'mĭng
tăl'mŭd	tĕp'ĭd	tŏr'rĕnt	trĭph't'hŏng
tăp'rŏŏf	tĕs'tāte	tŏr'rĭd	trĭp'pĭng
tăr'ĭff	tĕst'ĕd	trăm'mĕl	trĭp'tŏte
tăt'tŏŏ	tĭm'ĭd		

(Lesson 42.) READING.

Inflections of the voice.

RULE 8. When the sentence embraces exclamatory members, they generally adopt the *falling* inflection. Thus:

If this is a man of pleasure,/ what is a man of pain\? In what a dismal gloom he sits forever\! How short his day of rejoicing\! For a moment he glitters, he dazzles\! In a moment, where is he\! Oblivion covers his memory\! Oh that it did\! Infamy snatches him from the covering,/ and, in the annals of disgrace, his triumphs are recorded\.

OBS. *As the exclamation is merely an indication of the emotions of the mind, it is evident that the falling is not always the appropriate inflection, and that there must be exceptions to the foregoing rule; such is the following:*

Whither shall I turn\? Wretch that I am′! To what place shall I betake myself\? Shall I go to the *Capitol′?*

Alas! it is overflowed with my brother's blood\! Or shall I go to my *house\?* There I behold my mother plunged in misery′, and weeping in despair\!

Oh the dark days of vanity\! when here, how *tasteless\!* and how *terrible* when gone\! Gone′? They *never* go\:—when *past*, they haunt us still\!

(Lesson 43.) ARITHMETIC.

Division.

(1) Divide 23143 by 4.	(2) 621342 by 3.
(3) Divide 532461 by 5.	(4) 56261 by 6.
(5) Divide 7382921 by 6.	(6) 8725163 by 7.
(7) Divide 861262 by 8.	(8) 365321 by 9.
(9) Divide 756238 by 12.	(10) 789106 by 11.

OBS. *To divide any sum by* 10, *merely cut off the right hand figure, and call it a remainder; to divide by* 100, *cut off two figures, by* 1000, *cut off three figures, &c.*

(Lesson 44.) GRAMMAR.

The 10*th part of speech.*

The *tenth* and last part of speech is the *Interjection.* The use of this class of words, is to express the emotion of the mind, indicating joy, grief, fear, &c. and it is generally followed by the exclamation point; as: oh! ah! alas! &c. There are but few interjections in our language.

OBS. *You will know them from all the other parts of speech, for they indicate an emotion of the mind, and are usually followed by the point exclusively appropriated to them.*

(Lesson 45.) SPELLING.

tŭr′bĭd	ŭp′mōst	vĕr′năl	wĭnd′fâll
tŭr′bĭt′h	ŭp′pĭsh	vĕr′nănt	wĭnd′gŭn
tŭr′mòĭl	ŭp′shōt	vĕr′săl	wĭnd′mĭll
tŭrn′ĭng	ŭp′stàrt	vés′tăl	wĭnd′pīpe
tŭr′nĭp	ŭt′mōst	vĕst′mĕnt	wĭng′ĕd
tŭrn′pīke	văl′ĕt	vĕl′lă	wĭn′nĭng
tŭrn′spĭt	văl′ĭd	vĭs′tă	wĭsh′fûl
tŭrn′stīle	văp′ĭsh	vĭv′ĭd	wĭst′fûl
tŭr′rĕt	văp′ĭd	vŏm′ĭt	wĭt′lĭng
tŭsk′ĕd	văs′săl	wĕd′dĭng	wĭt′tĕd
ŭm′bĕl	vĕl′lŭm	wĕl′fàre	wĭt′lŏt
ŭm′bō	vĕr′dănt	wĕl′kĭn	zĭg′zăg
ŭm′pīre	vér′mĭl	wĭl′fûl	
ŭp′lănd	vĕr′mĭn	wĭl′lĭng	

(Lesson 46.) READING.

Inflections of the voice.

RULE 9. When the sentence is composed of Parenthetic members, whether marked with commas or not, it adopts the rising inflection at each extremity.

Thus:—Natural historians observe/ (for while I am in the country I must bring my allusions thence/) that only male birds have voices\.

Know ye not, brethren,/ (for I speak to them that know the law/,) that the law has dominion over the man as long as he lives/?

OBS. 1. *The incidental phrase or member, which breaks the regular connexion of a sentence, is of the nature of a parenthesis, and adopts the same inflection.*

Thus:—The ministers talents/, formed for great enterprise/, could hardly fail of rendering him famous\.

OBS. 2. *When the parenthetic member has higher pointing than commas, the falling inflection is applied at both extremities.*

Thus:—By means of the atmosphere, we enjoy the sun's light\; (this light is reflected from the aerial particles which compose the atmosphere\;) without which, in every part of the heavens/, (except that in which the sun appears for the time being,/) the stars and planets would appear\.

(Lesson 47.) ARITHMETIC.

Division.

When the divisor is 13 or more, it is said to be long division; for then the quotient is placed to the right of the dividend, and the process is conducted at length by Multiplication and Subtraction.

RULE 1. Place the given terms as in short division, and find how often the divisor will go in the left hand figure or figures of the dividend, and place the result on the right, behind a curved line.

2. Multiply the divisor by the said result, and place the product under that part of the dividend to which the divisor was applied, and subtract.

3. To the remainder, bring down the next figure of the dividend, and see how often the divisor will go, and place this in the quotient.

4. Then multiply and subtract as before, and thus continue through all the figures of the dividend.

The proof is by Multiplication.

Thus: (11) Divide 732 by 34, and prove the operation.

34)732(21 Quotient.		21+18
68		34
52	Ans. 21+18.	32
34		64
18 Remainder.		732 Proof.

(12)	Divide	63452	by	23.	(13) Divide	34157	by	19.
(14)	"	532681	by	17.	(15) "	53769	by	26.
(16)	"	6123568	by	33.	(17) "	82592	by	55.
(18)	"	1625946	by	122.	(19) "	31245673	by	174.
(20)	"	87234562	by	946.	(21) "	6298746638	by	62345.

(Lesson 48.) GRAMMAR.

All the parts of Speech.

The following sentence exhibits all the parts of speech arranged in order, forming complete sense.

2 1 9 1 3 2 1 5 9 1 7 4 3
The gift of speech is a faculty peculiar to man, hence, he is
6 9 3 4 7 8 10 4 7 3 4
bound to use it wisely, but, alas! he daily perverts it.

NOTE. It must be remembered that the same word is not always the same part of speech. From the relation which they sustain, and the situation which they occupy in the sentence into which they are introduced, the same word is often made to exchange offices and names, and perform a variety of parts, all tending, however, to promote the agreement, and perfect the members which ultimately form the sentence. All this will be made perfectly clear and familiar as the subject advances towards the rules of syntax.

The parts of speech, as they occur in order, may be rendered more distinct by referring each, in a concise manner, to the office which it performs. Thus:

1. Noun, a name, and an agent or an object.
2. Article, a limiter, that refers to the noun.
3. Verb, the act of the agent to which it refers in agreement.
4. Pronoun, in the place of the noun, to which it refers.
5. Adjective, an appendage to the noun, expressing quality.
6. Participle, has the properties of a verb and an adjective, and is known by its termination.
7. Adverb, an appendage to the verb, expressing manner.
8. Conjunction, a connective participle joining words, &c.
9. Preposition, a connective particle, expressing relation.
10. Interjection, a particle indicative of joy, grief, &c.

Questions on 17th Chapter.

Reading Exercises.

LESSON 2.

1. What is remarked of reading?
2. What of attention to it?
3. How generally practised?
4. What generally follows?
5. What principles are given?
6. How applied to practice?
7. Whose efforts do these direct?
8. What hope is expressed?
9. What of the quantity read?
10. What of the manner of reading?
11. What direction is given?
12. What is Emphasis?

LESSON 6.

1. What does Emphasis imply?
2. What the 1st rule and example?
3. Which are the emphatic words?
4. Second example, and why the Emphasis?
5. The other examples, respectively, and why?

LESSON 10.

1. What is the 2d Rule?
2. What the example and illustration?
3. What the 2d example and illustration?
4. What the 3d example and illustration?
5. What of the other examples respectively?

LESSON 14.

1. What are the inflections?
2. How many kinds, &c.

3. How is the rising inflection marked?
4. The falling, how marked?
5. What the 1st rule?
6. What are the examples?
7. What the 1st observation &c.?
8. What the 2d observation, &c.?

LESSON 18.

1. What the 2d Rule?
2. What the example, &c.?
3. The respective examples?
4. What the observation, &c.?

LESSON 22.

1. What of the 3d Rule?
2. What the example and how applied?
3. What the respective examples, &c.
4. What the observation, &c.?

LESSON 26.

1. What the 4th Rule?
2. Example and how applied, &c.?
3. Respective examples, &c.?
4. What the observation, and example?

LESSON 30.

1. What is the 5th Rule?
2. What the examples and how applied?
3. What of the respective examples, &c.?
4. What the 1st observation, &c.?
5. What the 2nd observation, &c.

LESSON 34.

1. What is the 6th Rule?
2. What the 1st example and how applied?
3. The respective examples, &c.
4. What the observation, &c.?
5. How illustrated, &c.

LESSON 38.

1. What the 7th Rule?
2. What the 1st example and how applied?
3. The respective examples, &c.?
4. What of the observation?
5. What the examples and how applied?

LESSON 42.

1. What is the 8th Rule?
2. What the examples and how applied?
3. What the respective examples, &c.?
4. What the observation, &c.?
5. What is the example, &c.?

LESSON 46.

1. What is the 9th Rule?
2. What the examples and how are they applied?
3. What the 1st observation and how illustrated?
4. What the 2d observation and how illustrated, &c.?

Arithmetical Exercises.

LESSON 3.

1. What is Arithmetic?
2. What is the object of this study?
3. How are the given numbers affected?
4. What is addition?
5. What is the 1st step in the rule?
6. What is the 2d step?
7. What is the 3d step?
8. What is the 4th provision?
9. What is the 5th direction?
10. What is the proof of addition?
11. Illustrate the rule by the 5th example?

LESSON 19.

1. What is subtraction?
2. What the given parts called?
3. What the part sought called?
4. What is the 1st step in the rule?
5. What is the 2d step?
6. What is the proof?
7. Illustrate by an example?
8. What of the observation?
9. How is it illustrated?

LESSON 27.

1. What is multiplication?
2. How many terms given and for what purpose?
3. What the term to be multiplied?
4. The term to multiply by?
5. What is the result called?
6. What the two first terms called?
7. When is it styled short multiplication?
8. What the 1st step in the Rule?
9. What is the 2d step?
10. What is the proof, &c.?
11. How multiply by 10, &c.?

LESSON 31.

1. When styled long multiplication.
2. How is the answer obtained?
3. Illustrate by an example?
4. What of the proof by addition?
5. What the 1st observation.?
6. What the 2d observation?

LESSON 39.

1. What is Division?
2. How many terms given?
3. What the number to be divided?
4. The number to divide by?
5. What is the term sought?
6. What of the part left, if any?
7. Where the divisor is 13 or more?

8. The 1st step in the rule?
9. The 2d step in the rule?
10. The 3d step in the rule?
11. The 4th direction?
12. What of the proof?
13. How divide by 10, 100, &c.?

LESSON 47.

1. When the divisor is more than 13?
2. What is the 1st step in the rule?
3. What is the 2d step, &c.?
4. What is the 3d step, &c.?
5. What is the 4th step, &c.?
6. Illustrate by an example.

Grammatical Exercises.

LESSON 4.

1. What is English Grammar?
2. How many parts of speech?
3. What is a noun, the 1st part of speech?
4. What are the examples?
5. How do you know these are nouns?
6. What of the 1st observation?
7. What of the 2d observation?

LESSON 8.

1. The article, 2d part of speech?
2. How many and what articles?
3. Where are they placed?
4. What example and how applied?
5. What of the observation?

LESSON 12.

1. What is a verb, the 3d part of speech?
2. What are the examples, &c.?
3. What of the 1st observation?
4. What of the 2d observation?
5. What words make a sentence?

LESSON 16.

1. What the 4th part of speech?
2. What of its relations, &c.?
3. What are the examples?
4. The 1st observation?
5. The 2d observation?

LESSON 20.

1. What is the 5th part of speech?
2. What are the examples?
3. What is the 1st observation?
4. What of the 2d observation?
5. What of the 3d observation?

LESSON 24.

1. What is the 6th part of speech?
2. What are the examples, &c.?
3. What of the 1st observation?
4. What of the 2d observation?

LESSON 28.

1. What the 7th part of speech?
2. How illustrated, &c.?
3. With what is it used?
4. What are the examples?
5. What of the note, &c.?
6. What are the examples?
7. What of the 1st observation?
8. What of the 2d observation?

LESSON 32.

1. What of adverbs?
2. Of number? Of order? Of place?
3. Of time? Of quantity? Of quality?
4. Of doubt? Of affirmation? Of negation?
5. Of Interrogation? Of comparison?

LESSON 36.

1. What is the 8th part of speech?
2. How distinguished?
3. What are the examples?
4. What of the observation?

LESSON 40.

1. What is the 9th part of speech?
2. How distinguished?
3. What are the examples?
4. What of the observation?

LESSON 44.

1. What is the 10th part of speech?
2. What the use of these words?
3. What usually follows them?
4. What of the observation?

LESSON 48.

1. Illustration of the parts of speech?
2. What of the note, &c.?
3. What of the office of a noun?
4. What of an article?
5. What of a verb?
6. What of a pronoun?
7. What of an adjective?
8. What of a participle?
9. What of an adverb?
10. What of a conjunction?
11. What of a preposition?
12. What of an interjection?

PART II.—CHAPTER XVIII.

(LESSON 1.) SPELLING.

Easy words of two syllables; accent on the second; vowels short.

ă băft′	ăb sŏrb′.	ăd jŭst′	ă dŭlt′
ă bāse′	ăb strūse′	ăd jūle′.	ă dŭst′

ă băsh′	ăb sūme′	ăd mīre′	ă fär′
ă bāte′	ăb′sūrd′	ad mīt′	áf fírm′
ă bed′	a būse′	ă dŏpt′	ăf fôrd
ă bĕt′	ă bŭt′	ă dōre′	ă fore′
ă bīde′	ă dŭpt′	ă dŏru′	ă frĕsh′
ă bōde′	ă dĕpt′	ă drift′	ă gâpe′
ă bŏŭt′	ăd hĕre′	ă drŏŭt′	ă gäst′
ăb rŭpt′	ăd jŏin′	ăd vōne′	
ăb sist′	ăd jūre′	ăd vērt′	

(Lesson 2.) READING.

Application of Emphasis and the Inflections of the voice, agreeable to the foregoing Rules.

Shun Danger.

1. The little winged′ insect′, allured by the brightness of the evening candle′, dances round the blaze′, until its silken wing is singed,′ and it drops and dies in the flame.

2. So the heedless boy plays′, with thoughtless mirth′, upon the very *verge* of evil; then dips his finger deep′, and steeps his senses′, until′, at last′, he drops into infamy′ and ruin.

3. The summer insect which flies about the evening lamp′, is a thing so *frail*′, so *tender*′, that the slightest *touch* crushes it to powder. Hence′, it is the *last* of the winged tribe that should *dare* the candle's blaze.

4. The dazzling rays of light′, which′, as a flood poured on the evening gloom′, seems′, like a friend′, to court the insect near′, betray the guest′, and seal its fate.

5. O′! thoughtless *boy*′! *beware*! Let not the dazzle of gay things deceive you. Vice′, in its most appalling shape′, and gangrene state′, lies covered with a gilded dress′, and fair, inviting form.

6. The *fairest* leaves the *rose* adorn′,
And yet′, beneath them′, lurks the *thorn*.
Though green and flowery grows the brake′,
Yet′, near it lies the deadly *snake*.

(Lesson 3.) ARITHMETIC.

Division.

It some times happens that the divisor has one or more cyphers on the right; these may be cut off, provided as many figures at the right of the dividend be cut off also. These, in the end, must be added to the remainder. Thus:

21. Divide 146340 by 5400.

54 | 00)1463 |40(27 quotient.
108

383
378

540–Remainder.

54×27+540=146340. Proof.

23. Divide 24606039 by 43000. 24. 116000000 by 17400.

Exercises in Division.

25. B. had 3264 miles to travel, and that too in 136 days; how far must he go each day? Ans. 24 miles.

26. A. paid 1040 shillings for 52 weeks' board; what did he pay for each week? Ans. 20 shillings.

27. Eight boys went to gather nuts, and brought home 6488; how many had each? Ans. 811 nuts.

28. Mr. D. pays 976 dollars a year for the use of a farm of 244 acres; what is that an acre? Ans. 4 dollars.

29. A. put his money out for one year, or 365 days, and got for it 2555 dollars; what was that a day. Ans. 7 dollars.

30. B. has 16 bags of coffee, each 120 pounds; and 8 barrels, each 313; he wishes to put them in kegs each 22 pounds; how many kegs must he have? Ans. 212 kegs.

31. G. left at his death, 46,646 dollars, and ordered his widow to take 8000 for herself, and divide the remainder equally among her six children; how much will each have?

Ans. 6441 dollars.

(Lesson 4.) GRAMMAR.

Of Nouns and their properties.

Nouns or names have four distinct properties, which distinguish them from every other part of speech. These are,

1st, Person; 2d, Number; 3d, Gender; 4th, Case.

PERSONS. Nouns have two persons, *second* and *third*. When you speak *to* a person or thing, it is in the *second* person; but when you speak *of* or *about* a person or thing, the noun is in the *third* person: As, *Mary*, your *copy* is ready. Here, *Mary* is spoken *to*, and is in the *second* person; and *copy*, is spoken *of*, and is in the *third* person.

Names or Nouns are also of *two* kinds, *proper* and *common*.

A *proper* name is that given to one person or thing; as, Mary, Thomas, Washington, America, Ohio, Boston, London, Thames. A *common* name is that given to many things of the same sort; as, book, pen, knife, tree, man, animal, fear, hope, love, joy, pain, pleasure, &c.

OBS. 1. *You now know the noun, for it means name.*

2. *You know it has two persons, 2d, and 3d; that the 2d is spoken to, and the 3d is spoken of.*

3. *You know that it is of two kinds; proper and common; that the proper noun belongs to persons, and the common, to things of which these are several kinds.*

(Lesson 5.) SPELLING.

ă gāze	ă lāte′	ă lòûd′,	ă pàrt′
ă gén	ă lērt′	ă māte′	ăp prīze′
ă gō′	ă līke′	ă māze′	ăp pūlse′
ă gōg′	ă līve′	ă mēnd′	ă ròûnd′

ă grēē′	ăl lŏt′	ă mĭd′	ăr rēst′
ă grēēd′	ăl lūde′	ă mĭdst′	ăr rīve′
ă grōŭnd′	ăl lūre′	ă mĭss′	ă shōre′
ă kĭn′	ă lŏft′	ă mòŭnt′	ă sīde′
ă lănd′	ă lōne′	ăn nŭl	ă stāke
ă làrm′	ă lŏng′	ă nòĭnt	
ă lās′	ă lòŏf′	ă nŏn′	

(Lesson 6.) READING.

The Contented Shepherd.

1. Mēnăl′cŭs was a youthful shepherd; *temperance* marked his *life*, and *health*, his *face*. The morning lark cheered him with her early note, and the nightingale lulled his evening slumbers. By day, he attended his flock, which speckled the hill and the vale, and at night, he gathered them into their fold.

2. As he was one day looking for a lamb that had strayed from his care, he saw, lying at the root of a tree, deep in the thick and bushy wood, a *hunter*, pale with hunger and labour, and ready to faint.

3. As Menalcus drew near and raised his head, Alas! shepherd, said he, three days since, I entered this wood in pursuit of game, and have lost my way. I have not been able to find a vestige of human foot'steps, nor the least portion of food to answer the demands of nature; and I lay down by this tree to die alone in this frightful solitude. I am faint with hunger, and my lips are parched with thirst: give me relief, or I die.

4. Menalcus raised the hunter in his arms, fed him with bread from his scrip, and milk from his pewter canteen. He afterwards led him through the intricate mazes of the forest, and placed his feet in safety on the high road that led to the city.

(Lesson 7.) ARITHMETIC.

NOTE.—The rules which have been previously introduced, are termed *simple*, because their operations have been confined to *whole* numbers. They are capable, however, of being applied to *compound* numbers and fractional parts, whether vulgar or decimal.

Compound numbers refer to the terms used in money, weights, measures, &c.

The currency of the United States, is called *Federal* money, and the terms by which it is known, are *eagles*, *dollars*, *dimes*, *cents*, and *mills*. Eagles and dimes are not often used; the *first* being blended with dollars, and the *other* with cents. These terms have a decimal relation, the same as whole numbers, hence the same rules may be applied to them.

FEDERAL MONEY.

A table of the parts.

10 mills (m.)	make	1 cent (ct.)
10 cents	"	1 dime (di.)
10 dimes	"	1 dollar (dol. or $)
10 dollars	"	1 eagle (E.)

Addition of Federal Money.

RULE 1. Place the given sums under each other, and let

dollars come under dollars, cents under cents, and mills under mills.

2. Add and carry as in addition of whole numbers, keeping the terms separate by dots.

3. *Proof*, as in addition of whole numbers. Thus:

(1)	(2)	(3)
$122.13 4	$25.14 5	$56.19 3
34.26 5	42.36 6	112.72 5
53.35 8	19.42 5	76·12 9
165.82 7	24.55 4	246.65 6
$375.58 4 *Ans.*		

(4)	(5)	(6)
$375.58 4	$7628.16 6	$12657.13 3
426.92 6	1992.96 2	60215.00 0
533.78 8	5001. 4 0	7623.77 5
226.55 6	6000. 2 1	333.34 5

(Lesson 8.) GRAMMAR.

Of Nouns and their properties.

NUMBER. In Grammar, number has reference to one or more objects that have names. Hence, names or nouns have *two* numbers; the *singular*, and the *plural*. When the noun is the name of but *one* object, it is in the *singular* number; but when it is the name of *two* or more objects, then it is in the *plural* number.

The single noun is made plural, generally, by the addition of *s* or *es*.

Thus: John, bring me the books.

In this example, John is a noun proper, for it is the name appropriated to an individual; second person, for he is spoken to; and in the singular number, for it means but one. But books is a noun common, because it is applied to many of the same kind; third person, because it is spoken of; and in the plural number, because the term expresses more than one. It is formed from the singular book, by the addition of s. books.

Mary has the pens. Ann has a new shawl. The boys bring apples. The girls get lessons. The man writes a letter.

OBS. *The pupil should be directed to distinguish the properties of the parts of speech and their modifications, and assign the reason, as in the above example.*

(Lesson 9.) SPELLING.

ă slănt′	ăs tòûnd′	ă vāle′	băs sô͞ôn′
ă slēēp′	ăs trīde′	ă vēr′	bă tô͞ôn′
ă slōpe′	ă t'hwârt′	ă vĕrse′	bĕn zô͞ôn′
ăs pĕrse′	ă tĭlt′.	ă vĕrt′	bĕr lĭn′
ăs pīre′	ă tône′	ă vòĭd′	bŭf fô͞ôn′

ăs sĕnt′	ă tŏp′	ą wârd′	dĭf fĭde′
ăs sĕrt′	ăt tempt′	ą wâre′	dĭf fĭnd′
ăs sĭst′	ăt tĕnd′	ą wōke′	dĭs bănd′
ăs sĭze′	ăt tĕnt′	băl lôôn′	dĭs bârk′
ăs sôrt′	ăt tĕst′	băm bôô′	dĭs hôrn′
ăs sūme′	ăt tĭre′	băp tĭze′	dĭs pârk′
ă stĕrn′	ăt tūne′	băsh âw′	dĭs pârt′

(Lesson 10.) READING.

The Contented Shepherd.

5. The hunter's name was Jŭs′tŭs; as he saw Menalcus about to take his leave′, he stopped him. Shepherd′, said he′, you have saved my life′, and I will make yours happy. Go with me to the *city*. You shall no longer dwell in a *cottage*′, but inhabit a *palace*. The coarse bread in your scrip′, shall be exchanged for the most costly viands on plates of silver′, and the milk in your pewter canteen′, for the richest wines in goblets of gold.

6. "*Why* should I go to the *city*?" says Menalcus. "My little house shelters me from the rain′ and the wind. It has no *marble pillars* about it,′ but it has a plenty of *fruit trees*′; and from *these*′, I gather my repast. *Nothing* can be more pure than the brook of clear cold water that runs by my door.

7. "From my garden′, I cull roses; and from the valley′, I gather lilies to deck my table; and these are more beautiful′, and smell sweeter than plates of silver′ or goblets of gold. I eat my brown bread′, and drink my new milk; my flocks supply me with clothes′, and my life is not sustained by the sacrifice of the blood of *any* creature."

8. "O shepherd′," said Justus′, "come with me to the city. I will lead you through gardens decked with sweet flowers′, and embellished with fountains and statues. You shall behold *women* whose dazzling beauty the rays of the sun have never tarnished′, dressed in silks of the richest hues′, and sparkling in diamonds; and you shall hear *music*′, whose sweet notes shall enchant you."

(Lesson 11.) ARITHMETIC.

Subtraction of Federal Money.

RULE 1. Write the smaller sum under the greater, with dollars under dollars, cents under cents, and mills under mills.

2. Subtract as in whole numbers, and separate the parts by dots. *Proof*, as in addition of whole numbers.

Thus:	(1)	From	$53.36	5	(2)	$123.19	6	(3) $362.41 3
		Take	26.57	8		65.23	7	176.63 5

Ans. 26.78 7

Proof 53.36 5

(4)	$6123.14 6 1661.66 7	(5)	$3000.06 0 8368.67 3	(6)	$1.0 0 0.1 1
(7)	$100.0 0 0.0 1	(8)	$1000.10 1 10.10 9	(9)	$100.00 0 99.99 9

(Lesson 12.) GRAMMAR.

Of Nouns and their properties.

GENDER. Gender has reference to the sexes. Among animals there are two sexes; the *masculine* and the *feminine*. Those that are neither male nor female, are said to be of the *neuter* or no gender.

To the names of animals of the male kind, is given the *masculine* gender; to those of the female kind, the *feminine* gender; while to those objects that are neither male nor female, is applied the *neuter* gender.

Thus: John lent a book to Ann.

In this example, John is a noun proper, third person, singular number, and of the masculine gender; for it is the name of a male; lent is a verb expressing the act done by John the agent; a, is an article, and refers to the noun book, in limitation; book, is a noun common, third person, singular number, and of no gender, because it is neither male nor female; to, is a preposition, referring to the noun Ann, in relation; and Ann, is a noun proper, third person, singular number, and of the feminine gender, because it is the name of a female.

The boys write on paper. Mary has a brother. The boy has a pen.

(Lesson 13.) SPELLING.

dĭs pĕl′	dĭs tôrt′	ĕn glŭt′	ĕn slāve′
dĭs pĕnse′	dĭs trŭst′	ĕn grāsp′	ĕn t'hrōne′
dĭs pĕrse′	dĭs tŭrb′	ĕn grāve′	ĕr tīre′
dĭs plănt′	dĭs ūse′	ĕn jòĭn′	ĕn tòĭl′
dĭs plōde′	drā gôôn′	ĕn lĭnk′	ĕn trăp′
dĭs pōrt′	ĕm bār′	ĕn lĭst′	fēs tôôn′
dĭs prôôf′	ĕm bārk′	ĕn ŋănk′	gāl lănt′
dĭs pūte′	ĕm blāze′	ĕn răpt′	gāl lôôn′
dĭs pĕnt′	ĕm bròĭl′	ĕn rĭng′	găm bāde′
dĭs tāste′	ĕm pāle′	ĕn rōbe′	grăn dēē′
dĭs tĕnd′	ĕn dōrse′	ĕn rôôt′	grăn tēē′
dĭs tĕnt′	ĕn dūre′	ĕn shrīne′	grănt ôr′

(Lesson 14.) READING.

The Contented Shepherd.

9. "Our sun burnt girls'," says Menalcus', "are very handsome. How gay they look on holidays when they put on garlands of fresh flowers, and dance to the pipe under the shade of

our spreading oaks′, or retire to the woods to hear the song of the birds\! Is *your* music better than the notes of the thrush′, the linnet′, the robin′, or the nightingale′? No\: I will *never* go to the city\."

10. "Then take this bag of *gold*′," said Justus′, "and supply all your wants\." "Your *gold* is of no *use* to me\," said Menalcus\; "My fruit trees, my garden, my brook, and my flocks′, supply my wants\. What *use* have I for *gold*\?"

11. "But you have saved my *life*\," said Justus\, "and I desire to *reward* you, happy shepherd\. What *will* you accept from me\?" "Give me the *horn* that hangs at your belt\," said Menalcus\; "it will be more useful to me than my earthen pitcher′, and not so easily broken\."

12. Justus took the horn from his belt with a smile′, and gave it to Menalcus′, with the wish that he might ever be *happy*\. Menalcus took the horn\, cast a kind look into the face of Justus\, made a low bow′, and returned to his cottage\;—the abode of simple content\.

(Lesson 15.) ARITHMETIC.

Multiplication of Federal Money.

RULE 1. Write the multiplier under the multiplicand, as in whole numbers.

2. Begin with the units place, and work as in the multiplication of whole numbers, except the points between the parts.

The *proof* is by division.

Thus: (1) $13.16 5 × 7 = $92.15 5 Ans.

(2) $10.22 3 × 4 = $40.89 2 Ans.

(3) $121.36 6 × 6 = $728.19 6 Ans.

$13.16 5 Proof.

(4) $627.13 0 by 7 = $4389.91 0 Ans.

(5) $7627. 0 6 by 8 = $61016. 4 8 Ans.

(6) $3201. 6 6 by 9 = $28814. 9 4 Ans.

(7) $4536.14 4 by 10 = $45361. 4 4 Ans.

OBS. *When the multiplier is a number equal to two other numbers multiplied into each other; first use one of those numbers, and then apply the other to the product of the first.*

(8) $33.06 3 by 144 (12×12=144)

396.75 6 First product.
12

$4761.07 2 Ans.

(9) $42.65 8 by 132

(Lesson 16.) GRAMMAR.

Of Nouns and their properties.

CASE, in Grammar, refers to the termination of nouns, or their situation as connected with the other parts of speech. Nouns

have *three* cases; the *nominative* case, the *possessive* case, and the *objective* case.

NOMINATIVE CASE. The nominative case of a noun, is merely the name of the agent that acts, and therefore it becomes the *subject* of the verb; as, Mary writes.

In this sentence, Mary, is a noun proper, third person, singular number, feminine gender, and in the nominative case to the verb writes, or rather the subject of the verb writes, because it is the name of the agent that acts. Writes, is a verb, because it expresses the action of an agent.

Ann reads. The boys write. The man walks. The tree falls. Time flies. The sun shines. The river runs. The horse feeds. The birds sing. The vine grows.

(Lesson 17.) SPELLING.

grĭl lād′e	ĭm mĭt′	ĭm pūte′	ĭn grăft′
hăl lō′	ĭm mūre′	ĭn dărt′	ĭn hāle′
hĭm sĕlf′	ĭm pärk′	ĭn dēēd′	ĭn hēre′
hū māne′	ĭm pōse′	ĭn dĕnt′	ĭn hĕrse′
ĭg nīte′	ĭm pēde′	ĭn dŭlt′	ĭn hūme′
ĭl lūde′	ĭm pĕl′	ĭn ĕpt′	ĭn jŏĭn′
ĭl lūme′	ĭm pĕnd′	ĭn fĕr′	ĭn lâw′
ĭm bībe′	ĭm plānt′	ĭn fĕst′	ĭn nāte′
ĭm bŭrse′	ĭm plōre′	ĭn flāme′	ĭn sāne′
ĭm märk′	ĭm pōrt	ĭn flūte′	ĭn scrībe′
ĭm mĕnse′	ĭm prĭnt′	ĭn fōld′	ĭn sĕrt′
ĭm mūse′	ĭm pūre′	ĭn fōrm′	

(Lesson 18.) READING.

Juvenile Philosophy.

1. Joseph, Moses, and Mary, were one day talking of the rays of light′, and the warmth of the sun. Joseph took four pieces of cloth′, of one size, but of different colours; one black, another blue, a third brown, and a fourth white, with a view to make an experiment.

2. It was a clear cold day; the ground was covered with clean snow′, and the sun shone bright. Joseph spread the pieces of cloth upon the snow′, quite near each other′, where they were left for some hours.

3. In the afternoon′, the little folks went out to see the pieces of cloth. They found the *black* piece had sunk some distance below the surface of the snow; the *blue* had dropped almost as far; the *brown* had sunk some′; but the *white* piece lay fairly upon the *surface* where it was first placed.

4. Now observe, said Joseph, the rays of light act upon the particles of matter in the atmosphere′, and produce *heat*. *Black* receives and retains all the rays′, and′, consequently′, the *greatest* share of heat; hence, it has melted the snow′, and sunk down.

5. The *blue* has produced nearly the same effect; while that

of the *brown* is sensibly *less*. At the same time, the *white* has remained *stationary*; hence, we may conclude that little or no warmth has been imparted to this piece.

6. We may learn from this experiment, that *dark* clothes are best for *winter*, and *white* for *summer*. But in *warm* climates, white may be worn the year round; also, that *white* hats with *brown* linings, are the best to guard the complexion.

7. Knowledge and virtue, are like the rays of light, and should act upon the *heart* in a similar manner. The *heart*, like the piece of *black* cloth, should receive and retain every good and useful impression, and like the *white*, reflect them upon all around it.

(Lesson 19.) ARITHMETIC.

Division of Federal Money.

RULE 1. If the given dividend be dollars, cents, and mills, work as in division of whole numbers, and cut off the right hand figure of the quotient for mills and the two next for cents; all the rest will be dollars

2. If the given dividend be dollars only, then add two cyphers for cents, and one for mills, and cut off in the quotient as above. *Proof*, by multiplication. Thus:

(1) Divide \$35.34 8 by 4.

4) 35.34 8

8.83 7 Ans.
4

\$35.34 8 Proof.

(2)	\$231.36 4 by 3	(3)	\$524.34 2 by 5
(4)	\$624.00 0 by 4	(5)	\$6362.45 5 by 12
(6)	\$3425.00 0 by 36	(7)	\$1236.04 6 by 76
(8)	\$31234.10 1 by 122	(9)	\$87629.60 5 by 3261

(Lesson 20.) GRAMMAR.

Of Nouns and their properties.

Possessive Case. The Possessive Case of a noun, is that state of the name which implies the possession of an object, or property in it. This state of the noun is distinguished from every other in which it is written, by having an apostrophe and an *s*, at the termination, as, Mary's book.

Here, Mary is a noun proper, third person, singular number, feminine gender, and in the possessive case, for it implies possession, to wit: a book, and it terminates with an apostrophe, the sign of possession, and an s. *Book is a common noun, third person, singular number, neuter gender, and the nominative case.*

Ann's pen blots. John's brother writes. William's hat is new. The bird's wing is broke. A child's time is precious.

OBS. 1. *When the noun denoting property ends with an* s, *the sign of possession is an apostrophe only, placed after the* s.

The girls' books are old. Moses' house stands on a hill. The boys' hand ball is poor. James' horse is young.

OBS. 2. *The possessive case of a noun may be easily, and, I think, very correctly converted to an adjective, implying possession, the same as the possessive adjective pronoun.*

(Lesson 21.) SPELLING.

ĭn shĭp′	ĭn tōne′	lă mĕnt′	mĭs shāpe′
ĭn shrīne′	ĭn tōr′	lūn pōōn′	mĭs tāke′
ĭn sĭt′	ĭn trŭst′	măm mă′	mĭs stāte′
ĭn snāre′	ĭn twīne′	mă nūre′	mĭs tĕrm′
ĭn spīre′	ĭn vāde′	mă tūre′	nĭs t'hĭnk′
ĭn stăll′	ĭn vēnt′	mĭs dēēd′	mĭs tīme′
ĭn stāte′	ĭn vest′	mĭs drēēm′	mĭs tōld
ĭn tĕnd′	ĭn vīte′	mĭs hāp′	mĭs tōōk′
ĭn tense′	ĭn vōke′	mĭs jōĭn′	mĭs trŭst′
ĭn tĕnt′	ĭn ūre′	mĭs lĭke′	mĭs ūse′
ĭn tĕr′	ĭn wăll′	mĭs nāme′	mŏn sōōn′
ĭn tīre′	jā păn′	mĭs sēēm′	

(Lesson 22.) READING.

Juvenile Philosophy.

1. "I can hear the scratch of a *pin*′," says Moses′, "at the distance of *fifty* feet∨." "That is *impossible*∨," says Ralph∨; "*no* one can hear it *half* fifty feet∨." "Joseph′," says Ralph′, "do *you* believe that Moses can hear the scratch of a pin *ten* feet′?"

2. "I do not *imagine*′," says Joseph′, "that *Moses* has any *better* ears than *we* have∨; yet I do not approve of your *hasty* decision∨. It is neither *wise* nor *prudent* to affirm a thing *impossible* of which we have little or no knowledge∨. You do not understand the *nature* of sounds′, nor the various ways in which its progress may be quickened∨."

3. "Modesty′," continued Joseph to Ralph′, "should have led you′, in a case like *this*′, to *suspend* your judgment′, until you could make inquiry∨, inform yourself∨, have recourse to experiments′, and compare results∨; *then* you might hazard an opinion with means of your *own* to *sustain* it∨; and not call on your *neighbour* to help you out∨."

4. "*Here* is a stick of timber′," says Moses′, "that is more than *sixty* feet long∨; now′, Ralph′, you place your ear at *this* end′, while Joseph scratches the *other* with a pin∨. Do you *hear* the sound′?" "I *do*∨, distinctly∨," said Ralph∨, "and I am *convinced* now the thing is practicable∨."

5. "We may learn from *this*′" said Joseph′, "that there are objects which contribute to *increase* sound, and *convey* it with greater force∨. In *this* case′, the sound is conveyed through the little tubes of the wood′, and is increased in loudness′, the same as in a *speaking* trumpet∨, or the huntsman's horn∨."

(Lesson 23.) ARITHMETIC.

Exercises in Federal Money.

1. A. was in debt the following sums, to wit: $583.18; $8431.16; $20.14 4; and he paid $2312.14 6; what remained due?

Ans. $6722.33 8.

2. From $488.2 take $125.84, and multiply the remainder by 4; what will be the product?

Ans. $1449.44.

3. B. pays rent $250 a year; he pays his tailor $14.73; his shoemaker $18; his wood man $43.18; his butcher $87.40: and his baker $59; his trade brings him in $556; does he gain or lose?

Ans. gains $83.69.

4. C. bought 120 bushels of wheat, at $1.82 a bushel, and sold it for $2.25; what did he gain in all, and what on a bushel?

Ans. in all $51.60, and 43cts. on a bushel.

5. D. bought of A. 23 yds. of muslin, at 44 cts. a yard,
27 " " lace, " $2.56 "
136 " " ribbon, " 19 "
19 " " b'd cloth, " $6.66 "
29 " " linen, " $1.13 "
112 pounds of sugar, " 11 cts. a pound.

To what will D's, bill amount, and what will his five friends pay, if they discharge it equally among them?

Ans. Amt. of D's bill $276.71—Each will have to pay $55.34 2.

(Lesson 24.) GRAMMAR.

Of Nouns and their properties.

Objective Case. When the noun or name stands for an object that is acted upon by a verb or a participle, or referred to, in relation, by a preposition, it is said to be in the *objective case.* As: Mary writes a letter.

In this sentence, Mary is a noun proper, third person, singular number, feminine gender, and is the subject of the verb writes; writes is a verb, expressing the action of Mary, the agent; a, is an article, and refers to the noun letter, in limitation; and letter is a noun common, third person, singular number, of no gender, and in the objective case, after the verb writes; for it is the object on which the action of writing falls.

Ann is doing the work. Sarah holds a book. James loves his school. The tree bears fruit. The men chop wood. The boys plant corn. The girls love study. Jane rode to the river. William lives in Utica. The men, ploughing the field, broke the plough. The boy, splitting wood, hurt his hand.

NOTE. The three cases of nouns illustrated in their proper order.

nom. case) verb, article (pos. case) (objective case) prep. art. (obj. case)
John whips the lad's top on the floor

The top hurt Mary's hand on the joint.
The man struck the man's boy on the head.

The man lost the boy's kite in the brook.
The fire burnt Mr. Mills' house at Trenton.
Mr. Mills moved to Mr. Wells' house in Bristol.
James saw Ralph's team drawing hay.
The fox heard the hunter's hounds barking at game.

(Lesson 25.) SPELLING.

ŏb lāte′	pĕr fūse′	răt tēēn′	sŭb tĕnse′
ŏb tĕnd′	pĕr hăps′	răt tôôn′	sŭb vĕrt′
ŏb tĕst′	pĕr mĭt′	să lūte′	sŭf fūse′
ŏb tŭnd′	pĕr mūte′	shă grēēn′	sŭp plănt′
ŏb tūse′	pĕr sĭst′	shăl lôôn′	sŭp pōrt′
ŏb vĕrt′	pĕr spīre′	sŭb jòĭn′	sŭr mòûnt′
ŏf fĕnd′	pĕr tŭrb′	sŭb līme′	sŭr ròûnd′
pă pā′	pĕr vāde′	sŭb mĭt′	sŭr vīve′
pă rōle′	pĕr vĕrse′	sŭb ôrn′	sŭr vīve′
pă trōl′	pĕr vĕrt′	sŭb sīde′	sŭs pĕnse′
pĕr fôrm′	pōl lūte′	sŭb sĭst′	sŭs pīre′
pĕr fūme′	rā bāte′	sŭb tĕnd′	

(Lesson 26.) READING.

The Bible.

1. The *Bible* is a brief recital of all that is *past*′, and a certain prediction of all that is to *come*. It settles all matters in debate, resolves all doubts′, and relieves the mind of its scruples. It reveals the only living and true God′, and points the unerring way to him; it sets aside all *other* gods′, and exhibits the vanity and folly of those who *trust* in them.

2. The Bible is a book of *laws* to point out right′ and wrong, a book of *wisdom* which condems all *foolishness* and vice′, and a book of *knowledge*′, which makes even the *simple* wise. It is the book of *truth* that detects all *lies*′, and confutes all *error*; and the book of *life*′, which leads in the sure way *from* eternal death.

3. The Bible is the most *compendious* work in the world; the most authentic *treatise* and interesting *history*′, that was ever written. It contains the earliest antiquities; the strangest events; the most wonderful occurrences; heroic deeds′, and unparalleled wars. It describes the celestial, terrestrial, and infernal worlds; the origin of the angelic hosts; the human tribes′, and hellish legions.

4. The Bible can instruct the most accomplished mechanic′, and the most skilful artist; it can teach the ablest rhetorician′* and exercise the powers of the most profound mathematician; it can perplex the wisest anatomist′; and confound the ablest critic.

Rĕt ō rish′i ăn.

(Lesson 27.) ARITHMETIC.

ENGLISH MONEY.

A Table of the Parts.

4 Farthings	(qrs.)	make	1 Penny,	marked *d.*
12 Pence	"	"	1 Shilling,	" *s.*
20 Shillings	"	"	1 Pound,	" *£.*

Obs. *The parts of a Penny are also written fractionally, Thus:—*

¼—one farthing, or the fourth of a penny.
½—two farthings, or two fourths of a penny.
¼—half a penny, or two farthings.
¾—three farthings, or three fourths of a penny.

Addition of English Money.

RULE 1. Place the given numbers of the same name, under each other, separate the columns by dots, as in Federal money, and draw a line at the foot.

2. Begin with the right hand column, and work as in addition of whole numbers.

3. Divide the amount by as many of that name, as will make one in the next greater name.

4. Set the remainder, if any, under the column added; if not, then place a cypher there.

5. Carry the quotient produced by division, to the next higher name; and in this way add all the given columns.

The *Proof* is the same as in addition of Federal money.

NOTE. In the management of compound numbers, observe in all cases to carry from a lower to the next higher name, for as many in the lower as equals one in the higher.

	£	s.	d.		£	s.	d.	qr.
Thus: (1)	3	– 3	– 4	(2)	8	– 10	– 3	– 2
	6	– 1	– 2		10	– 13	– 6	– 3
	8	– 6	– 3		14	– 6	– 5	– 1
	6	– 3	– 2		23	– 13	– 11	– 0

3. Add £632 – 7 – 6 – 2; £47 – 17 – 8 – 3; £198 – 14 – 11 – 1; and £532 – 13 – 7 – 3, and find their amount.

4. Add £2172 – 6 – 6 – 0; £17 – 7 – 3; £9 – 16 – 8 – 1, and £106 – 11 – 8 – 0, and find their amount.

(Lesson 28.) GRAMMAR.

Of Parsing.

Obs. *For the purpose of rendering the scholar familiar with the several parts of speech, and their various qualities, to tell its properties, qualities, and relations; and to aid the mind in this exercise, specific rules are introduced.*

Rule 1. The verb must agree with its *subject*, (*or nominative case,*) *in number, and in person.*

Note.—If you know the number and person of the subject of the verb, then you will know the number and person of the verb, for they always agree; otherwise the language is faulty and must be corrected.

Mary writes a copy. Girls read books. Birds build on trees. James is at work. The dog barks at Hugh. Ann paints a rose. The sun shines. The wind blows. The boys whip tops.

Obs. *The first sentence is parsed thus:—Mary is a noun proper, third person, singular number, feminine gender, and the subject of the verb writes. Writes is a verb, for it expresses the action of Mary the agent; it is of the third person, and singular number; therefore it agrees with its subject, according to rule* 1. *A is an article, and refers to the noun copy, in limitation. Copy is a noun common, third person, singular number, of no gender, and is the object of the verb writes.*

(Lesson 29.) SPELLING.

tĕr rēne′	ŭn bär′	ŭn fēēd′	ŭn līke′
tŏm līt′	ŭn bĕd′	ŭn fĕlt′	ŭn līnk′
tōm tīt′	ŭn bēnt′	ŭn fĭt′	ŭn lôôse′
trāns fĕr′	ŭn bĭd′	ŭn fōld′	ŭn māde′
trāns fòrm′	ŭn bīnd′	ŭn fōund′	ŭn māke′
trāns lāte′	ŭn blĕst′	ŭn fŭrl′	ŭn măn′
trāns mūte′	ŭn bōlt′	ŭn gōt′	ŭn măsk′
trāns pīre′	ŭn bòund′	ŭn hôôp′	ŭn mēēt′
trāns plānt′	ŭn brĕd′	ŭn hòrse′	ŭn mòist′
trāns pòrt′	ŭn brōke′	ŭn hŭrt′	ŭn môôr′
trāns ūde′	ŭn bŭrnt′	ŭn jūst′	ŭn òil′
trāns vĕrse′	ŭn dĭd′	ŭn kĕpt′	ŭn pīn′
ŭn àpt′	ŭn fĕd′	ŭn kāde′	ŭn plūme′

(Lesson 30.) READING.

The Bible.

5. This Book presents a complete *code* of laws; a perfect *body* of divinity′; and a *narrative* which has no equal. It is a book of lives, a book of travels′, and a book of voyages. It is the best *covenant* that was ever made, the best *evidence* that was ever given, the best *deed* that was ever signed′, and the best *testament* that was ever sealed.

6. This book is the king's *best* copy, the magistrate's *best* rule, the parent's *best* guide, the servant's infallible directory′, and the *young man's best* companion. It is the school boy's spelling book′, and the learned man's master-piece. It contains a choice grammar for the novice′, and deep sayings for the sage. It is the *ignorant* man's schoolmaster′, and the *wise* man's dictionary.

7. It furnishes knowledge of witty inventions for the *ingenious*′, and dark sayings for the *grave*; and it is its *own interpreter*. It encourages the wise, the warrior′, and him that overcomes; and pronounces an eternal reward to the conquerer.

But that which crowns the whole, is, its author is without partiality, and without hypocrisy; for in him there is no variableness, nor is there shadow of turning.

8. The Bible suits all orders, ranks, and conditions of men. It speaks alike to the *rich* and the *poor*, to the *honourable*, and the *ignoble*. The gift of such a book, is worthy of its Almighty Author, and exemplifies to the understanding of every rational being, his justice and goodness.

9. Inexcusable is he who does not read it, and unwise is he who gains no instruction from it: for, to guilty man, it is the savour of life unto life, or of death unto death. May it prove, unto all, the *wisdom* of God, and the *power* of God to the salvation of their souls.

(Lesson 31.) ARITHMETIC.

Subtraction of English Money.

RULE 1. Place the smaller given sum under the larger, so that those terms of the same name shall stand under each other, and draw a line.

2. Begin at the right hand term, and take the lower from the upper, and place the difference below the line.

3. If the lower term be greater than the upper, take it from that number which makes one in the next left hand term.

4. Add the remainder to the upper term for the true difference, which place below the line, and carry one to the next left hand term: thus on to the last term.

Proof, as in subtraction of whole numbers. Thus:

(1) £146 – 16 – 9 – 3 larger sum, (2) £124 – 4 – 6 – 2
58 – 18 – 6 – 2 smaller sum, 76 – 13 – 8 – 3

£87 – 18 – 3 – 1 Answer.

£146 – 16 – 9 – 3 Proof.

3. Subtract £65 – 19 – 5 – 3, from £100 – 10 – 6 – 2, and then find the amount of the differences of all the examples.

(Lesson 32.) GRAMMAR.

Of Nouns and Number.

Nouns are of two numbers; the singular and the plural; and the singular noun may be made plural in various ways.

1. A noun in the singular number may generally be rendered plural by the addition of *s*; as book, books; pin, pins, &c.

2. When the singular noun ends in ch soft, sh, ss, s, or x, then the plural is formed by adding *es*; as: church, churches; lash, lashes; kiss, kisses; rebus, rebuses; box, boxes. When *ch* is hard, *s* only is added; as: arch, archs.

3. When the singular ends with *o*, *es* makes it plural; as: hero, heroes; if the *o*, however, follows another vowel, *s* is added, as: folio, folios.

4. When the noun singular ends in *y*, and has no other

vowel in the syllable, the *y* is changed into *ies* in the plural; as fly, flies; baby, babies; but if the last syllable has another vowel in it, then *s* only is added to the *y*; as: boy, boys; key, keys.

5. When the singular noun ends in *f*, or *fe*, it is made plural by changing these letters into *ves*; as: half, halves; life, lives; but nouns that end in *ff*, have *s* only in the plural; as: ruff, ruffs, stuff, stuffs.

OBS. *It may be proper to observe that to these general rules, a few exceptions may be found. Valley and money, are often written vallies and monies.*

(Lesson 33.) SPELLING.

ŭn rĭg′ ŭn shōrn′ ŭn th′hrĭft′ ŭn yōke′
ŭn rĭng′ ŭn shōt′ ŭn th′hrōne′ ŭp hĕld′
ŭn rĭp′ ŭn shoŏt′ ŭn tĭl′ ŭp hĭll′
ŭn rīpe′ ŭn sōld′ ŭn tōld′ ŭp hōld′
ŭn rôôf′ ŭn spĕd′ ŭn trŏd′ ŭp lĭft′
ŭn rôôt′ ŭn spĕnt′ ŭn tūne′ ŭp rôôt′
ŭn sāfe′ ŭn stāte′ ŭn twīne′ vĕn dēe′
ŭn sēēm′ ŭn stĭng′ ŭn twĭst′ vĕn dūe′
ŭn sēen′ ŭn stŏp′ ŭn wĕd′ vĕr bōse′
ŭn sĕnt′ ŭn strŭng′ ŭn wĕpt′ wĭt′h drâw′
ŭn sĕt′ ŭn sŭng′ ŭn wĕt′ wĭt′h hōld′
ŭn shĕd′ ŭn swôrn′ ŭn wĭsh′ wĭt′h ĭn′
ŭn shĭp′ ŭn tĕnt′ ŭn wĭt′ wĭt′h ŏŭt′
ŭn shŏd′ ŭn th′hĭnk′ ŭn wŏund′ wĭt′h stănd′
ŭn shoŏk′

(Lesson 34.) READING.

The Prodigal Son.

1. A certain man had *two* sons; and the *younger* of them said to his father′, "Father′, give me the portion of *goods* that falleth to my lot." And he divided unto them his living. Not many days after′, the younger son gathered all he had together′, and took a journey into a far country′, and there *wasted* his substance with riotous living.

2. And′, when he had spent all′, there arose a mighty *famine* in that land′, and he began to be in *want*;—and he went and joined himself to a citizen of that country′, who sent him into his fields to feed *swine*. And he fain would have eaten of the husks which the *swine* did eat′, and no man gave unto him.

3. And′, when he came to himself′, he said′, "How many hired *servants* of my *father's*′, have bread *enough* and to *spare*, and *I perish* with hunger′! I will arise and go to my father′, and will say unto him′, father′, I have sinned against heaven and before thee′, and am no more worthy to be called thy son,—make me as one of thy hired servants.

4. And he arose and was coming to his father; but′, while he was yet a great way off′, his father saw him, and had *compassion* on him′, and ran, and fell on his neck′, and *kissed* him. And

he son said unto his father', "*Father', I have sinned against* heaven and in thy sight', and am no more *worthy* to be called thy son\."

5. But the father said unto his servants', bring forth the *best* robe and put it on him\; and put *rings* on his *hands'*, and *shoes* on his *feet*\; and bring hither the fatted *calf'*, and kill it\; and let us eat' and be merry\; for this', my son', was *dead'* and is *alive* again\; was *lost'*, and is *found*\.

(Lesson 35.) ARITHMETIC.

Multiplication of English Money.

RULE 1. Place the multiplier under the lowest term of the multiplicand, and draw a line.

2. Multiply as in whole numbers, and divide the product by as many as will respectively make one in the next higher term.

3. Enter the remainder, if any; if not, a cipher, below the line, and carry the quotient to the product of the next higher term?

4. Proceed in this way through all the terms; and make the *proof* as in multiplication of whole numbers.

(1) £134 – 12 – 5 – 2 Multiplicand,
6 Multiplier,

6)807 – 14 – 9 – 0 Answer,

£134 – 12 – 5 – 2 Proof.

(2) £13 – 13 – 4 – 1×3= (3) £125 – 5 – 5 – 3×5=
(4) £362 – 16 – 6×6= (5) £612 – 14 – 4×9=

6. A, had 6 times £160 – 12 – 6, due him; he owed 4 times £19 – 9 – 11 – 2. What will he have left when his debts are paid? *Ans.* £885 – 15 – 2.

(Lesson 36.) GRAMMAR.

Exercises in Parsing.

The dog draws John's new sledge on the ice daily.

The is an article, referring to the noun dog, in limitation; dog is a noun common, third person, singular number, masculine gender, and the subject of the verb draws; draws is a verb, of the third person, singular number, and agrees with its subject; rule 1. *John's is a noun proper, third person, singular number, masculine gender, and refers to the noun sledge in possession; new is an adjective, and refers to the noun sledge in quality; sledge is a noun common, third person, singular number, of neither gender, and the object of the verb draws; on is a preposition, referring to the noun, ice, in relation; the, is an article, referring to the noun ice in limitation; ice is a noun common, third person, singular number, of neither gender, and in the objective case after the preposition on; daily is an adverb, and refers to the verb draws in modification.*

John sows Simon's grain in the field very evenly. Men love men's works. Boys play with the boy's ball on the green. The girl washes the girl's frocks often. John's knife cut Joseph's finger severely. The blood run fast from Joseph's finger. Water is the fishes' element, and the air is the birds' element. Time's flight is rapid.

Questions on 18th Chapter.

Arithmetical Exercises.

LESSON 3.

1. What of cyphers in division?
2. How finally disposed of?
3. Explain by the example?
4. What is the mode of proof?

LESSON 7.

1. What of the 1st clause of the not
2. What of the 2d clause?
3. What of Federal Money?
4. What are the parts?
5. Rule for adding, 1st step?
6. What the 2d step?
7. What the proof?
8. What separates the dollar, and parts?

LESSON 11.

1. Rule for subtracting F. M. 1st step?
2. What the 2d step, &c.?
3. What the proof?
4. Illustrate by an example.

LESSON 15.

1. Multiplication of F. M. 1st step?
2. What the 2d step?
3. What the illustration?
4. What the observation?
5. How illustrated?

LESSON 19.

1. Division of F. M. 1st step?
2. What the second step?
3. What the mode of proof?
4. What the illusttation?
5. How do these numbers differ from whole or simple numbers?

LESSON 27.

1. The parts of English money?
2. How are farthings written?
3. The 1st step in addition?
4. The 2d step? The 3d step?
5. The 4th step? The 5th step?
6. The proof? The notes, &c.?

LESSON 31.

1. The 1st step in subtraction?
2. The 2d step? The 3d step?
3. The 4th step? The proof?
4. What separates the parts?
5. Which is easiest, Federal or English money?

LESSON 35.

1. The 1st step in multiplication? The 2d step? The 3d step?
3. The 4th step? The proof?
4. Explain the illustration?

Grammatical Exercises.

LESSON 4.

1. What 4 properties have nouns?
2. What are the persons of nouns?
3. How are they distinguished?
4. How many kinds of nouns?
5. How distinguished?
6. What do you know of nouns?

LESSON 8.

1. What is number in Grammar?
2. How many numbers have nouns?
3. What of the singular? The plural?
4. How is the plural formed?
5. Illustrate by the examples.
6. What of the observation?

LESSON 12.

1. What is gender? The kinds, &c.?
2. How distinguished, &c.?
3. Illustrate by the examples?

LESSON 16.

1. What is case in grammar?
2. How many cases have nouns?
3. What is the nominative case?
4. Illustrate by the examples?

LESSON 20.

1. What the possessive case?
2. How is it distinguished?
3. Illustrate by the examples.
4. The 1st observation? The 2d observation?

LESSON 24.

1. What is the objective case?
2. How is it illustrated?
3. What are the examples of this case?

LESSON 28.

1. What of the observation?
2. The 1st rule of syntax?
3. What of the note? What illustration?

LESSON 32.

1. What the 1st mode of pluralising nouns?
2. The 2d mode? The 3d mode?
3. The 4th mode? The 5th mode?
4. What the observation?

PART II.—CHAPTER XIX.

(Lesson 1.) SPELLING.

Easy words of two syllables, accent on the first; vowels broad.

âl'mōst	mâlt'dūst	fâw'ĕd	spôôn fūl
âl'sō	mâlt'mān	rôôt'ĕd	stâll'fĕd
âw'fûl	môôn'fērn	sâlt'pēn	wârd'rōbe
âwn'ĭng	môôn'fĭsh	sâlt'pĭt	wârd'shĭp
hâw't'hòrn	môôn'shīne	sâlt'ĭsh	yâr'fâre
hâwk'wēēd	môôr'ĭsh	sâw'dūst	wâr'lĭke
lâw'fûl	môôr'lând	sâw'fĭsh	wârn'ĭng
lâw'yĕr	nôôn'ĭng	sâw'pĭt	wûr'wōrn
lôôp'hōle	nôôn'tĭde	sôôt'ĕd	yâwn'ĭng

(Lesson 2.) READING.

Judah's plea for his brother Benjamin.

1. Then *Judah* came near unto him', and said', oh'! my lord', let thy servant', I pray thee', speak a word in my lord's ear', and let not thine anger burn against thy servant', for thou art even as Pharaoh\. My lord asked his servants', saying', have ye a *father* or a *brother*'? And we said unto my lord', we *have a father*', an old man', and a *child* of his old age', a little one', and his *brother* is dead\; and he only is left of his mother', and his father *loveth* him\.

2. And thou saidst unto thy servants', bring him down unto me that I may set mine eyes upon him\. And we said unto my lord', the lad *cannot* leave his father\; for if he should leave his father', his father would *die*\. And thou saidst unto thy servants', except your *youngest brother* come down with you', ye shall see my face no more\.

3. And it came to pass', when we came up unto thy servant', our father', we told him the words of my lord\. And our father said', go again and buy us a little food\. And we said, we *cannot* go down\; if our youngest brother be with us', *then* will we go down\; for we may not see the man's face', except our *youngest* brother be with us\.

(Lesson 3.) ARITHMETIC.

Multiplication of English Money.

RULE 2. When the Multiplier is more than 12, and the product of any two numbers, less than 13, multiply the given sum by one of the numbers, and that product by the other. Thus:

(1) £2 - 4-6 - 2×36
6

6×6=36

£13 - 7 - 3 - 0
6

£80 - 3 - 6 - 0 Ans.

(2) £13 - 3 - 3×48=

(3) £45 - 3 - 1×77=

(4) £63 - 15 - 10×96=

(5) £88 - 19 - 9×108=

RULE 3. When the multiplier is more than the product of any two numbers, then multiply the given sum by the two numbers as in rule 2d, and also by the excess, and add the two products.

(1) lb. 22 – 6 – 8×66
8

179 – 4 – 0
8

1434 – 0 – 0
44 – 13 – 0

1478 – 13 – 0 Ans.

8×8+2=66

(2) y. 31 – 1 – 2×39=

(3) c. 27 – 110 – 68×77=

(4) a. 144 – 3 – 12×129=

(Lesson 4.) GRAMMAR.

Of the Masculine and Feminine Gender.

Some nouns that are of neither gender, are often converted to the masculine or feminine by a figure of speech.

1. The sun, time, vice, &c. are called masculine; and a ship, city, country, gun, watch, moon, virtue, &c. feminine.*

2. The gender of some nouns, is known by different words: as, man, woman; bachelor, maid; father, mother; son, daughter; king, queen; uncle, aunt; lad, lass; Mr. Mrs.; master, miss; drake, duck; buck, doe; stag, hind, &c.

3. The gender of other nouns, is known by different terminations: as, abbot, abbess; actor, actress; patron, patroness; lion, lioness.

4. The gender of another class of nouns, is determined by placing before the noun, another noun, or pronoun, or an adjective: as, a man servant, a maid servant; a male child, a female child; a he goat, a she goat.

5. There is another class of words to which either gender will apply: as, parent, child, servant, friend, &c.

(Lesson 5.) SPELLING.

Grave Sound of the Vowels.

dôr'mănt	hôrn'bôôk	mârl'pĭt	nôrt'h'ĭng
hârd'bôûnd	hôrn'ĕd	mâr'shăl	ôrb'ĕd
hârd'shĭp	hôr'nĕt	mâr'tĭn	ôr'bĭt
hârd'wâre	hôrn'pīpe	mâr'vĕl	ôr'găn
hârm'fûl	lârk'spûr	môr'bĭd	pâr'bôĭl
hârts'hôrn	lôrd'lĭng	môrn'ĭng	pârs'nĭp
hâr'vĕst	lôrd'shĭp	môr'tăl	pârt'lĕt
hârs'lĕt	mâr'grâve	nôrt'h'wârd	
hôrn'fish	mârks'măn	nôrt'h'wĭnd	

* Things that are strong by nature, are made masculine, while those that are lovely, that give forth or contain, are feminine.

(Lesson 6.) READING.

Judah's Plea for his Brother Benjamin.

4. And thy servant′, my father′, said unto us′, ye know that my wife bare me *two* sons\; and the *one* went out from me′, and I said, surely he is 'torn in pieces′, and I saw him not since\: And if ye take *this* also from me′, and '*mischief* befall him′, ye shall bring down my gray hairs with sorrow to the grave\.

5. Now′, therefore′, 'when I go to thy servant′, my father′, and the lad is not with me′, (seeing his life is bound up in the lad's life′,) it shall come to pass′, when he seeth the lad is not with us′, that he *shall* die\: and thy servant *shall* bring down *the gray hairs of thy servant′, my father′, with sorrow′, to the grave*\. For thy servant became *surety* for the lad′, unto his father′, saying′, If I bring him not unto thee′, then I shall bear the blame unto my father forever\.

6. Now′, therefore′, let thy *servant* abide instead of the lad′, a bondman to my lord′; and let the *lad* go up with his brethren\. For how shall I go to my father, and the lad be not with me\? Lest′, peradventure′, I see the evil that shall come upon my father\.

(Lesson 7.) ARITHMETIC.

Multiplication of English Money.

RULE 1. When the multiplier consists of several figures:—

1. Multiply the given sum by 10, and that product by 10, and so on as many times, less one, as there are figures in the multiplier.

2. Multiply the last product by the left hand figure of the multiplier.

3. Multiply the given sum by the figure in the unit's place in the multiplier.

4. Multiply the product of the first 10, by the figure in the ten's place in the multiplier.

5. Multiply the product of the second 10 by the figure in the hundred's place in the multiplier; and so on, through all the places in the multiplier, except the left hand figure.

6. Add all the products and their sum will be the answer.

(1) Multiply £5 – 18 – 3 by 325

10

59 – 2 – 6 Product of the first 10.

10

591 – 5 – 0 Product of the second 10.

3 Left hand figure of the multiplier.

1773 – 15 – 0

5 18 3×5= 29 – 11 – 3 Product of rt. hand fig. multiplier.

59 2 6×2=118 – 5 – 0 Pro. of 10's place in the multiplier.

£1921 – 11 – 3 *Answer.*

(2.) Multiply £8 – 13 – 8 – 2 by 438.
(3.) " £13 – 16 – 7 – 3 by 278.
(4.) " £37 – 10 – 6 – 1 by 188.

(Lesson 8.) GRAMMAR.

Exercises in Parsing.

RULE 2. The noun that implies possession is always governed by the thing possessed.

John's goat cost five dollars at the fair.

In this example, John's is a noun proper, third person, singular number, masculine gender, in the possessive case, and governed by the noun goat; rule 2, which says, the noun that implies possession is governed by the thing possessed.

James threw Peter's dog into the Schuylkill. Joseph killed Moses' lambs. Foxes kill the farmer's fowls. The horses drew the man's coach on the bridge. Joshua's wife's brother, loves Nathan's tall sister.

Note. In the last example, the possessive Joshua's, is governed by the noun wife's, and wife's, by brother. Rule 2.

The sun rises in the east. The moon shines in the night. Ships sail on the great sea. Joseph's watch is at home. John's vices are of a dark cast. Mary's virtues blossom around her. Time is on the wing.

The sixth example may be parsed thus: The, an article referring to sun in limitation. Sun, a noun common, third person, singular number, figuratively, masculine, and the subject of the verb rises. Rises, is a verb, third person, singular number, and agrees with its subject. Rule 1. In, is a preposition, referring to the noun east, in relation; the, an article, referring to the noun east, in limitation; east, is a noun common, third person, singular number, of neither gender, and in the objective case after the preposition in.

(Lesson 9.) SPELLING.

shàrp'sĕt	stàr'hâwk	tàr'gĕt	tòr'pĭd
shòrt'hănd	stärk'lĕs	tär'nĭsh	tòr'pòr
sòrt'mĕnt	stär'lĭke	tär'tär	vàr'lĕt
spärk'ĭsh	stär'prôôf	thòrn'bŭt	vär'nĭsh
stär'fĭsh	stär'shŏt	tòr'mĕnt	

Accent on the Second Syllable.

fòr sāke'	mòr bōse'	pär tāke'	pòr tĕnd'
här pôôn'	nòrth wĕst'	pär tôôk'	pòr tĕnt'

Sharp sound of the Vowels.

hâre'lĭp	pär'ĭsh	spär'ĭng	wâre'hòuse
pär'ĭng	spâre'rĭb		

(Lesson 10.) READING.

They are gathered to their Fathers.

1. I returned to my own country, and to my native home,

I sat down by the fountain′, where I had reclined in the days of my boyhood\. The bleak wind of the north′ whistled through the grove in hollow murmurs′, and my heart was lonely and sad\. I moistened my parched lips with the bubbling spring′, but its sweetness was gone\. The tear of remembrance fell from my eye′, and ran down my cheek\.

2. On lifting my head from the ground′, I saw, by the copse of white lilies′, a maiden in sable weeds\; she was lovely as *beauty* in tears\; yet she gladdened not my heart\. Where′, said I′, is *Mary* of the *valley*\? She who once glided through this grove with the nimbleness of the fawn′, while her raven locks floated in the breeze′, and her eyes beamed the cheerfulness of spring\.

3. Mary of the valley′, said the maid in weeds′, was fair\; she had *doves*′ eyes\; but she sleeps beneath yon mound′, where the dark, green grass′, waves to the moaning wind\. Ten dreary winters, have devoured the bounty of as many summers upon her lonely bed′, where the cypress shades the place of her unconscious rest\. This *grove* that knew her′, knows her no more\; for she is gathered to the place of her fathers\.

(Lesson 11.) ARITHMETIC.

Division of English Money.

RULE 1. When the divisor is less than 13, then,

1. Place the given terms as in division of whole numbers, and draw a line below the dividend.

2. Divide the highest name or term by the divisor, and place the result below the line.

3. Multiply the remainder by as many of the next lower term as equals one in the term last divided, and to the product add the next lower term; then divide the amount, and so on through all the terms.

(1) Divide £16 – 8 – 4 by 3 3) 16 – 8 – 4 given sum.

Ans. 5 – 9 – 5⅓ Quotient.

The *Proof* is by multiplication. 3

£16 – 8 – 4 *Proof.*

(2) Divide £32 – 14 – 5 – 2 by 5. (3) £56 – 15 – 7 – 2 by 7.

NOTE. English money was once the currency of the United States, and a few aged people use it at the present day; but, in general, Federal money has taken its place, and deservedly; for it is evidently the most simple and convenient of any currency in the known world.

RULE 2. When the divisor is more than 12, but equal to the product of two numbers:

Divide the given sum, first by *one* of the numbers, and that quotient by the other. The last quotient will be the answer.

(1) Divide yds. 45 – 0 – 0 by 36.

Thus: 6×6=36. 6) 45 – 0 – 0 given sum.

6) 7 – 2 – 0 quotient 1st number.

Ans. 1 – 1 – 0 quotient 2d number.

1 - 1 - 0
6

7 - 2 - 0
6

45 - 0 - 0 Proof.

(2) £85 - 14 - 6 - 3+48=

(Lesson 12.) GRAMMAR.

Of Verbs.

All verbs may be classed under three heads; to wit those that are *transitive;* those that are *intransitive*, and those that are *neuter.*

A transitive verb expresses an action done by an agent to an object, as: Mary loves knowledge. Here the act of loving passes from Mary, the agent, to knowledge, the object; hence, love is a transitive verb.

An intransitive verb expresses an action done by an agent, to which the act is confined; it is generally followed by a preposition, as: James plays at ball. Here the act of playing is confined to the agent, James, and the noun ball, is the object after the preposition, at; therefore, plays, is an intransitive verb.

A neuter verb merely expresses the being or state of being of its agent. The verb, to be, through all its variations, is the only neuter verb in the language. Mary is present. Here, the verb, is, expresses the state of being or condition of its agent, Mary.

OBS. 1 *Mr. Murray says, that to run, to sit, to lie, to ride, &c. are neuter verbs; but it troubles the young scholar, to divest them of the idea of action. The distinction is certainly more philosophical than useful.*

OBS. 2. *There are a few verbs that may be used either transitively or intransitively; but a verb that is legitimately transitive, should never be used intransitively.*

The girls write letters. The boys play at foot ball. The city is quiet. Fruits are plenty. A fish swims in water.

(Lesson 13.) SPELLING.

Diphthongs, Accents on the First Syllable.

grôûnd'nĭne	ôĭl'shŏp	ôût'pōst	rôûnd'ĭsh
grôûnd'plŏt	ôĭnt'mĕnt	ôût'sīde	snôût'ĕd
grôûnd'rĕnt	ôût'bôrn	ôût'sĕt	sôûnd'ĭng
grôûnd'rôôm	ôût'bôûnd	ôût'strēēt	sôûr'ĭsh
grôûnd'lĭng	ôût'gāte	ôût'wâll	sôût'h'ĭng
lôût'ĭsh	ôût'lâw	ôût'wârd	sôût'h'mōst
môût'h'fûl	ôût'lĕt	pôĭnt'ĕd	sôût'h'wârd
ôĭl'mân	ôût'lĭne	rôûnd'hôûse	tôĭl'ĕt
ôĭl'pŏt	ôût'mōst		

(Lesson 14.) READING.

They are gathered to their Fathers.

4. Her betrothed went to the war; his arm was strong in battle; he was terrible to the foe, and victory perched on his brow. But his Mary faded in death. He too is at rest; the trump of war, breaks on his ear no more. He gathers not again to the banner of his country, for he is gathered in the pale drapery of the grave.

5. When the clarion of war, sounded the high note of victory, and the sweet voice of peace was again heard in the land, he returned to the home of his early days, covered with honours, and loaded with spoils; but his Mary was gone; the dreams of his early love, had vanished upon the wings of the viewless wind.

6. He had returned to the home of his fathers, but he was alone. The bitterness of wormwood was in the cup, and the canker worm lay at the silver chord. In the heaviness of his soul, he gave up the ghost.

7 O what is life, but some dark dream,
From which man wakes to sigh!
Some false, deceitful meteor beam,
That sheds a wandering, cheerless gleam,
And *brightens* but to die!

8 Or what are man's fleet joys below,
But cares bedeck'd with smiles!
The pageants of an empty show,
That fain would *hide* the latent wo,
From him, it oft beguiles.

9 And what the secret, pensive tear,
But kindly dews of even!
Each drop, pellucid, sparkling clear,
To sympathy,—to virtue dear,
Is soon exhal'd to heaven.

(Lesson 15.) ARITHMETIC.

Division of English Money.

RULE 3. When the divisor is more or less than the product of any two figures, work by long division, and for remainders apply the 2d rule.

1. Divide £172 – 6 – 4 – 2, by 68. Thus:—

68) £172-6-4-2(£2-10-8-0 $\frac{50}{68}$
136

Multiply the remainder by 20, because 20 of the next lower, make 1 of this higher, and add the next lower term to the product.

36 1st remainder.
20
68)726
68
46 2d remainder.

	46	
Now 12 of the next lower make one of this higher, and the next lower must be added to the product.	12	
	68)556	
	544	
		12 3d remainder.
Lastly, 4 of the next lower equals one of this higher, but the product is less than the divisor.	4	
	50	

NOTE. In this operation the principles of reduction are involved. This rule might have been introduced, partially, at least, before multiplication or division of compound terms.

2. Divide £44 – 7 – 6 by 87=£0 10 – 2+=.
In proof, the remainder is always taken in.
3. Divide £156 – 15 – 8 – 3 by 148=£1 – 1 – 2 + 147 *Ans.*

(Lesson 16.) GRAMMAR.

Exercises in Parsing.

RULE. 3. Transitive verbs govern the objective case. Thus:—Girls make frocks. In this example, *Girls, is a noun common, third person, plural number, feminine gender, and the subject of the verb make; make is a transitive verb, of the third person, plural number, and agrees with its subject, Rule* 1st. *Frocks, is a noun common, third person, plural number, of no gender, and in the objective case after the verb make, Rule* 3.

OBS. *Now, when you parse a verb, tell the kind, and if transitive, tell what it governs, and give the* 3d *rule.*

James' father builds a house. Moses shot the dog that bit Joseph's cow. Mary's sister broke Ann's knife by accident. William's horse draws Ralph's cart along the road. Peter's dog bit Joseph's finger. Joseph's friend shot Peter's dog with John's rifle. Peter said he forgave Joseph's friend.

(Lesson 17.) SPELLING.

Diphthongs, Accent on the Second Syllable.

ôûr sĕlves′	ôût fàwn′	ôût rōde′	ôût spōrt′
ôût bȧr′	ôût fȯrm′	ôût rȯȯt′	ôût stȧnd′
ôût bīd′	ôût gō′	ôût rūn′	ôût stȧre′
ôût brāve′	ôût jĕst′	ôût sĕll′	ôût strīp′
ôût dȧre′	ôût lȧst′	ôût shĭng′	ôût vīe′
ôût dāte′	ôût lȯȯk′	ôût shȯȯt′	ôût wīt′
ôût dō′	ôût prīze′	ôût sīt′	ôût wȯrn′
ôût dwĕll′	ôût ride′	ôût slēēp′	sôût′h wĕst

(Lesson 18.) READING.

Immortality.

1. I have seen the *flower* withering on the stalk, and its bright leaves spread on the ground,

2. It sprung forth afresh; its stem was crowned with new buds', and its sweetness filled the air.

3. I have seen the sun set in the west', and the shades of night' shut in the wide horizon; gloom and darkness' brooded around. I looked again', and the sun broke forth from the east', and gilded the mountain tops. The lark rose to meet him from her lowly nest', and the shades of night fled away.

4. I have seen the insect', having come to its full growth', languish', and refuse to eat; it spun itself a tomb', and was shrouded in the silken cone; it lay without feet, or shape', or power to move. I looked again', and it had burst its prison; it was full of life', and sailed on coloured wings upon the breath of the zephyr', rejoicing in its new being. Thus shall it be with thee', O man'! and so shall thy life be renewed. Beauty shall spring out of ashes', and life' out of the dust. A little while shalt thou lie in the ground, as the seed lies in the bosom of the earth', but thou shalt be raised again', and shalt die no more.

5. Who is he that comes to burst the prison doors of the tomb; to bid the dead awake; to gather the redeemed from the four winds of heaven? He descends on a golden cloud; the sound of trumpets goes before him', and thousands of angels are in his train. It is Jesus, the Son of God; the Saviour of man; the Friend of the good. He comes in the glory of his Father; he has received power from on high. Mourn not', therefore', child of mortality', for the spoiler', the cruel spoiler, that laid waste the works of God', is subdued. Jesus has conquered death; child of mortality', mourn no more.

(Lesson 19.) ARITHMETIC.

Exercises in Federal and English Money.

1. A. bo't. 24 yards of cloth, for $47.87 5; what was it a yard? *Ans.* $1.99.4+

2. B. sold 4 cwt. sugar for £18 - 17 - 6; what is the price of 1 cwt.? *Ans.* £4 - 14 - 4 - 2

3. C. bought 1000 gallons of wine for £567 - 18 - 9 - 2; what is 1 gallon? *Ans.* £0 - 11 - 4¼+

4. D. divided £150 - 2 - 1, among 89 men; what had each? *Ans.* £1 - 13 - 8 - ¾

5. E. bought 63 cords of wood for $125; what was one cord? *Ans.* $1.98.4+

6. F. divided C9 - 1 - 25 of sugar among 19; what had each? *Ans.* C0 - 1 - 27+

7. G. sold his farm of 300 acres for $3875 50; what was that an acre? *Ans.* $12.91.8+

8. H. bought B450 - 3 - 2 of 16 different men; what had he of each? *Ans.* 28b - 0 - 5 +

(Lesson 20.) GRAMMAR.

Exercises in Parsing.

RULE 4. Prepositions govern the objective case. *As*, Mary lives on the hill. *In this sentence, on, is a preposition, and expresses the relative position or situation between Mary and the place of her abode; it therefore requires the noun, hill, to be in the objective case, hence, the preposition is the governing word. Hill, is a noun common, third person, singular number, of no gender, and is governed by the preposition, on, in the objective case.*

John rides on Peter's horse along the bank of the river. Thomas plants Joseph's corn in the field by the fence. James struck Peter's horse on the leg with a horse whip. Mary wound Ann's silk from a skein into a ball. Joseph knocked Ralph's ball into the river with a club. James said Ralph might say the truth of him, do justly by him, and live peaceably with him. William shot a bird on a tree by the road with a gun on Monday at noon.

Questions on the 19th Chapter.

Arithmetical Exercises.

LESSON 3.

1. The 2d rule to multiply E. money?
2. How illustrated by example?
3. What the 3d rule, &c.?
4. What the illustration?

LESSON 7.

1. The 1st step in 4th rule?
2. The 2d step? The 3d step?
3. The 4th step? The 5th step? The 6th step?

LESSON 11.

1. The 1st rule to divide E. money?
2. The 1st step? The 2d step? The 3d step?
3. The 2d rule for dividing?
4. What the illustrations?
5. What the note, &c.?

LESSON 15.

1. The 3d rule to divide E. money?
2. Illustrate by the examples.
3. What of the note, &c.?
4. Which the easiest in compound terms, Multiplication or Division, and why?

Grammatical Exercises.

LESSON 4.

1. What of the two genders?
2. What of the sun, time, &c.?
3. Of city, ship, virtue, &c.?
4. How distinguished by words?
5. How by different terminations?
6. What of the other mode, &c.?
7. Of another class of words?
8. The note and reference?

LESSON 8.

1. The 2d rule of Syntax?
2. How is it illustrated?
3. What are the examples, &c.?

LESSON 12.

1. How are verbs classed?
2. Describe the transitive verb?
3. Describe the intransitive verb?
4. Describe the neuter verb?
5. The 1st observation? The 2d observation?

LESSON 16.

1. The 3d rule of Syntax?
2. The example of illustration, &c.?
3. The observation and examples?

LESSON 20.

1. The 4th rule of Syntax?
2. How is it illustrated?
3. What the subsequent examples?

PART II.—CHAPTER XX.

(Lesson 1.) SPELLING.

Words of two Syllables in double columns; the first exhibits the spelling, and the second the pronunciation. Accent on the first syllable, and vowels short, in alphabetical order.

ab bey	*ăb'bē*	ad junct	*ăd'jŭnkt*	anch or	*ănk'ŭr*
ab bot	*ăb'bŭt*	af ter	*ăf'tŭr*	an ger	*ăng'gŭr*
ab ject	*ăb'jĕkt*	ag ate	*ăg'ăt*	an gle	*ăng'gl*
ab sess	*ăb'sĕs*	al ley	*ăl'lē*	ang ler	*ăng'glŭr*
ac me	*ăk'mē*	al oes	*ăl'ōze*	an gry	*ăng'grē*
ac gid	*ăk'krĭd*	al pha	*ăl'fă*	an guish	*ăn'gwĭsh*
ac tion	*ăk'shŭn*	al um	*ăl'lŭm*	an ise	*ăn'nĭs*
ac tive	*ăk'tĭv*	am ber	*ăm'bŭr*	an cle	*ănk'kl*
ac tor	*ăk'tŭr*	am ble	*ăm'bl*	an nals	*ăn'nălz*
ac tress	*ăk'trĕs*	am el	*ăm'mĕl*	an swer	*ăn'sŭr*
ad age	*ăd'ăje*	am ple	*ăm'pl*	an tick	*ăn'tĭk*
ad der	*ăd'dŭr*	am ply	*ăm'plē*	ant ler	*ănt'lŭr*
ad dle	*ăd'dl*	an arch	*ăn'ărk*	anx ious	*ănk'shŭs*

(Lesson 2.) READING.

Rules for Reading Verse.

Rule 1. That sentence, or member of a sentence, which, in prose, requires the rising or falling inflection, adopts the same in verse. Thus:

When all nature's hush'd to sleep′,
Nor love′, nor guilt′, their vigils keep′,
Softly leave your cavern'd den′,
And wander o'er the works of men.

Rule 2. A pause, proportioned in duration to the intimate or remote connexion that subsists between the closing and commencing words in the lines of poetry, should be carefully observed. Thus:

Can you discern *another's mind′?*
Why is 't you *envy?* Envy's *blind.*
Tell envy′, when she would annoy′,
That *thousands want* what *you* enjoy.

Obs. 1. *When the lines break so as to part the article and its noun, the adjective and its noun, or the preposition and its noun, the pause is omitted.* Thus:

O'er their heads′, a crystal fountain′,
Whereon a sapphire throne′, inlaid with *pure*
Amber′, and colours of the show'ry bow.
When′, on a sudden′, open fly′,
With impetuous recoil′, and jarring sound′,
The infernal doors′, and′ on their hinges′, *grate*
Harsh thunder.

OBS. 2. *No pause can be made after the adjective pure, and the verb grate.*

RULE 3. Most kinds of verse, admit a short pause in or near the middle of the line. The falling inflection may be applied to the middle pause of the penultimate line with great effect. Thus:

A little rule\, a little sway\,
A sunbeam′, in a winter's day′,
Is all the proud\ and mighty have′,
Between the cradle′, and the grave\.

Lesson 3.) ARITHMETIC.

Troy Weight.

Table of the Parts.

24 Grains	(gr.)	make	1 Penny weight,	dwt.
20 Penny weights		"	1 Ounce,	oz.
12 Ounces		"	1 Pound,	lb.

NOTE. By this weight, the precious metals and liquors are weighed.

Addition of Troy Weight.

NOTE. The rules for stating and working this and the other compound terms, are the same as those applied to Federal and English money. They need not be repeated.

1.) lbs.	oz.	dwt.
48 –	10 –	11
37 –	8 –	7
15 –	10 –	4
8 –	3 –	16
13 –	9 –	11

(2.) lbs.	oz.	dwt.	gr.
186 –	2 –	19 –	20
55 –	9 –	13 –	7
1470 –	11 –	3 –	17
387 –	3 –	8 –	5
10 –	5 –	7 –	12

1. Add lbs. 216 – 4 – 18 – 20; lbs. 117 – 10 – 16 – 30; lb. 1 – 2 – 1 – 19, and lbs. 77 – 7 – 11 – 7.

Subtraction of Troy Weight.

(1.) lb	10 –	6 –	18 –	0 larger sum	(2) lb	8 –	3 –	1 –	2
	6 –	9 –	2 –	20 smaller sum		4 –	1 –	18 –	6
	3 –	9 –	15 –	4 difference.					
	10 –	6 –	18 –	0 proof.					

3. Subtract lb14 – 6 – 11 from lb22 – 12 – 6. 4. Subtract lb12 – 11 – 10 – 11, from lb 16, and add the several differences into one sum.

(Lesson 4.) GRAMMAR.

Exercises in Parsing.

RULE 5. Active participles govern the objective case. As, James saw his sister *feeding* the fowls

In this sentence, the noun fowls, is in the objective case and ; governed by the active participle, feeding ; agreeably to ule 5.

Joseph, digging the field, found a purse of money. Joseph w the men ploughing the farm. Ann, in helping the needy, oes her duty. The good man, feeding the poor, honours his aster.

NOTE. Participles are of three kinds; to wit, the present participle, the ast participle, and the compound participle.

The present participle ends in *ing*; and when it governs the objective ase, it generally comes from a verb that can be made transitive; and herefore it is styled an active participle.

The present participle does not always act upon, or govern the objective ase; for it frequently does the office of an adjective; as, a loving child; a harming girl; the pelting storm; the roaring ocean, &c.

The past participle ends in *d*, or *ed*, *t*, or *n*; as, loved, learned, taught, lown, &c.

And the compound participle is a connexion of the present and past; as, aving loved, being taught, &c.

Joseph's horse, drawing the chaise, passed with Sarah's friends nd a child. Justus rode Pa's new horse and best saddle. Mary ave half her dinner to the poor child. The hunter's hounds hased the fox to the wood. Many very poor folks live in the ity. The sun's rays are sensibly felt. The day is very warm.

OBS. *The article* the *may be put before adverbs to mark the degree with greater force; as, the more Mary writes, the greater her improvement. The swifter he runs, the greater his speed. Sometimes a whole phrase seems to do the office of an adverb, and is called an adverbial phrase; as, Mary acted in a very discreet way; or, Mary acted discreetly.*

(Lesson 5.) SPELLING.

ap ple	*ăp'pl*	bab ble	*băb'bl*	bad ness	*băd'nĕs*
apt ly	*ăpt'lē*	bab bler	*băb'lŭr*	baf fle	*băf'fl*
ar id	*ăr'rĭd*	back bite	*băk'bīte*	baf fler	*băf'flŭr*
ar row	*ăr'rō*	back door	*băk'dōre*	bag gage	*băg'gĭdje*
ash es	*ăsh'ĭz*	back room	*băk'rôôm*	bagn io	*băn'yō*
ash y	*ăsh'ē*	back slide	*băk'slīde*	bal ance	*băl'lănse*
ask er	*ăsk'ŭr*	back staff	*băk'stăf*	bal lot	*băl'lŭt*
as pect	*ăs'pĕkt*	back stays	*băk'stāze*	ban dage	*băn'dĭdje*
asth ma	*ăst'mā*	back sword	*băk'sōrd*	band box	*bănd'bŏks*
at om	*ăt'tŭm*	back ward	*băk'wărd*	ban ish	*băn'nĭsh*
ax is	*ăk'sĭs*	bad ger	*băd'jŭr*	bank er	*băngk'ŭr*
ax le	*ăk'sl*	bad ly	*băd'lē*		

(Lesson 6.) READING.

The American Eagle.

1. There's a fine bald bird', with a bending beak'
With an angry eye', and a startling shriek',

That inhabits the crag\, where the cliff flow'rs blow',
On the precipice top', in perpetual snow\.

2. He sits where the air' is shrill and bleak',
On the splinter'd point of a shiver'd peak\;
Bold\, bald\, and strip'd', like a vulture torn',
In wind and strife', his feathers worn\.

3. All ruffl'd and stain'd', yet gleaming bright',
Round his serpent-neck', that's wrinkled and white',
Winds a red tuft of hair\, which glitters afar',
Like the crest of a chieftain', thin'd in war\.

4. This bird of the cliff', where the barren yew springs',
Where the sun beams play', and the wind-harp sings',
Sits erect', unapproachable\, fearless\ and proud',
And screams\, soars aloft', and lights in the cloud\.

5. He's the bird of our banner\; the Eagle that braves',
When the battle is there', the wrath of the waves\.
He rides on the storm\, in its hurricane march',
'Mid flashes of lightning', across the blue arch\.

6. He dips his bold wing' in the blushes of day\;
Drinks noon's fervid blaze', and eve's parting ray\;
He visits the stars\, at their home in the sky',
And meets the sun's beam with an unalter'd eye\.

(Lesson 7.) ARITHMETIC.

Multiplication of Troy Weight.

(1) lb. 27 – 5 – 16×3=lb.82 – 5 – 8.
(2) lb.113 – 6 – 6 – 18×5= (3) oz.9 – 18 – 22×8=
(4) lb.414 – 6 – 8 – 2×12= (5) lb.16 – 10 – 19×11=

Division of Troy Weight.

(1) 82lb. – 5oz. – 8dwt÷3=27 – 5 – 16 – *Ans.*
(2) 113lb. 6 – 6 – 18÷5= (3) 9oz. – 18 – 22÷8=
(4) 414 – 6 – 8 – 2÷12= (5) 16lb. – 10 – 19÷11=

OBS. *These examples may be extended at pleasure by the teacher; and the scholar will find it convenient to have all the tables of the compound parts, perfectly committed. Every recitation in Arithmetic should be in class, and upon a black board: there is no adequate substitute.*

(Lesson 8.) GRAMMAR.

Of the Articles.

The article is placed before the noun to limit its application. There are two articles; *a* or *an*, and *the*. *A* is called the indefinite article, for it does not limit its noun to a specific object, but merely to one of a kind; as, a man, a bird; that is, one of the species of men or birds, but no particular one.

The, is called the definite article, for it limits its noun to a known object; as, the man, the bird; that is, some man or bird which is known and of which mention has been made.

The indefinite article is put before the noun singular, and limits it to one of a kind; but the definite article is put before nouns of both numbers; as, a man, the man, or the men, a bird, or the bird, or the birds.

RULE 6. The article refers to the noun in limitation; as, a man walks.

In this example; a is the indefinite article, and refers to the noun, man, in limitation; rule 6. Man is a noun common, third person, singular number, masculine gender, and the subject of the verb walks; walks is an intransitive verb, third person, singular number, and agrees with its subject man, rule 1.

A bird sings. A horse runs. The river flows. The sun shines. The grass grows.

OBS. 1. *When a noun is used without an article, expressed or implied, it is taken in its most extensive meaning; as, man goes to his long home; that is, all mankind.*

OBS. 2. *When the article* a, *comes before another vowel or a silent* h, *then it is changed into an; as, an ox, an ant, an apple, an hour. But when* a *comes before the vowel* u, *having the long sound, it is not changed into an; as, a unit, a unicorn, a useful man, a union of minds.*

Deer run on the hill. Youth fly to pleasure. Man is born to die. Hope keeps the heart whole.

(Lesson 9.) SPELLING.

ban ner	*băn'nŭr*	bel lows	*bĕl'lŭs*	big ly	*bĭg'lē*
ban nock	*băn'nŭk*	bel man	*bĕl'măn*	big ness	*bĭg'nĕs*
ban quet	*băn'kwĕt*	ben der	*bĕn'dŭr*	big ot	*bĭg'gŭt*
ban ter	*băn'tŭr*	ber ry	*bĕr'rē*	bil boes	*bĭl'bōze*
bar on	*băr'rŭn*	bet ter	*bĕt'tŭr*	bil ious	*bĭl'yŭs*
bar rack	*băr'răk*	bet tor	*bĕt'tŭr*	bil let	*bĭl'lĭt*
bar rel	*băr'rĭl*	bet ty	*bĕt tē*	bil liards	*bĭl'yŭrdz*
bar row	*băr'rō*	bev el	*bĕv'ĭl*	bil low	*bĭl'lō*
beck on	*bĕk'kn*	bev y	*bĕv'ē*	birch en	*bŭr'tshn*
bed lam	*bĕd'lŭm*	bib ber	*bĭb'bŭr*	bird er	*bŭrd'ŭr*
bed stead	*bĕd'stĕd*	bick er	*bĭk'kŭr*	bird lime	*bŭrd'līme*
beg gar	*bĕg'gŭr*	bid den	*bĭd'dn*	bird man	*bŭrd'măn*
bel fry	*bĕl'frē*	bid der	*bĭd'dŭr*	birds eye	*bŭrdz'ī*
bel low	*bĕl'lō*				

(Lesson 10.) READING.

The New-York Sailor Boy.

1. Year after year, both far and near,
Some sail the wide seas o'er;
And never dread the wave's death bed,
Tho' *far* from *any* shore.

2. For in their prime′, they learn to climb′,
High up the reeling mast\;
And feel a *pride*\, safe there to ride′,
Heedlessly′, in the blast\.

3. And father's fears\, and mother's tears′,
For many a truant child′,
Have sadden'd life′, 'till′, with the strife
Of hope and fear′, grown *wild*\.

4. They′, side by side′, have lain and died′,
By *their own son* forgot\;
Who′, o'er the sea′, nigh mad with glee′,
Blesses his happy lot\.

5. And *boys* I've seen′, who'd never been
Where *ships* could sail before′,
As if in quest of some *bird's* nest′,
Ransack the *spars* all o'er\.

6. They'd shout as loud′, from top-mast shroud′,
Which rattl'd in the breeze′,
As if at *play*\, on summer's day′,
'Mid boughs of apple-trees\.

(Lesson 11.) ARITHMETIC.

Avoirdupois Weight.

Table of Parts.

16 Drams (dr.)	make	1 Ounce, marked		oz.
16 Ounces	"	1 Pound,		lb.
28 Pounds	"	4 of a hundred wt.		qr.
4 qrs. 112 lbs.	"	1 hundred weight,		cwt.
20 Cwt.	"	1 Ton,		T.

NOTE. By this weight all kinds of drossy goods are usually weighed.

Addition of Avoirdupois Weight.

1. T.	cwt.	qr.	lb.	2. cwt.	qr.	lbs.	oz.	dr.
15 –	3 –	2 –	15	12 –	2 –	21 –	9 –	6
4 –	12 –	4 –	9	19 –	1 –	0 –	14 –	7
82 –	*15* –	*0* –	*10*	*11* –	*3* –	*16* –	*0* –	*15*

102 – 11 – 3 – 6 Ans.

3. Add, *12T. 19 – 2 – 14 – 11; 10T. 6 – 2 – 15* 8 – 4, and 27lbs. *12 – 15.*

Subtraction of Avoirdupois Weight.

1. cwt.			2. T.					
14 –	1 –	19	118 –	18 –	2 –	17 –	11 –	2
6 –	3 –	12	78 –	10 –	3 –	22 –	14 –	4

3. From T. 16 – 16 – 1 – 6 – 7 – 8 take T. 14 – 14 – 3 – 14 – 14 – 14, and add the remainders of the several results.

(Lesson 12.) GRAMMAR.

Of the Adjective.

Adjectives refer to nouns to express some quality or property. The quality of objects differs only by comparison, and adjectives express the shades of difference by a difference in their ending.

The adjective expresses a positive state, a comparative degree, and a superlative degree.

The positive state is expressed by the simple adjective; as, a wise man, a sweet apple, a high tree, &c.

The comparative degree, expresses an increase or decrease of the positive state, and is formed by annexing *r*, or *er*, to the simple adjective; as, a wiser man, a sweeter apple, a higher tree, &c.

The superlative degree, expresses the greatest increase or decrease of the positive state; it is formed by affixing *st*, or *est*, to the simple adjective; as, the wisest man, the sweetest apple, the highest tree, &c.

The adverbs, more and most, and loss and least, may be used to express the degrees; as, a wise man, a more wise man, a most wise man; a wise man, a less wise man, the least wise man.

Simple adjective.	Comparative degree.	Superlative degree.
wise	wiser	wisest
sweet	sweeter	sweetest
high	higher	highest
wise	more wise	most wise
sweet	more sweet	most sweet

NOTE. Some adjectives admit of no comparison, such as round, square, white, black, &c.; a state of these something below the positive state, may be expressed by the termination *ish*, as: roundish, squarish, blackish, &c.

(Lesssn 13.) SPELLING.

birds foot	*bŭrdz'fŭt*	blan ket	*blănk'ĭt*
birds nest	*bŭrdz'nĕst*	blank ly	*blănk'lē*
birth day	*bŭrt'h'dā*	blas pheme	*blăs'fēme*
birth night	*bŭrt'h'nīte*	bles ser	*blĕs'sŭr*
birth place	*bŭrt'h'plāse*	bliss ful	*blĭs'fŭl*
birth right	*bŭrt'h'rītę*	blis ter	*blĭs'tŭr*
bis cuit	*bĭs'kĭt*	blink ard	*blĭnk'ŭrd*
bish op	*bĭsh'ŭp*	bliss less	*blĭs'lĕss*
bis muth	*bĭz'mŭt'h*	blab ber	*blăb'bŭr*
bit ter	*bĭt'tŭr*	blŏck house	*blŏk'hŏŭse*
bit tern	*bĭt'tŭrn*	block tin	*blŏk'tĭn*
blab ber	*blăb'bŭr*	block ade	*blŏk'kāde*
black guard	*blăk'gărd*	block head	*blŏk'hĕd*
black bird	*blăk'bŭrd*	block ish	*blŏk'ĭsh*
black en	*blăk'kn*	blood hound	*blŭd'hŏŭnd*
black ish	*blăk'ĭsh*	blood less	*blŭd'lĕs*
black ness	*blăk'nĕs*	blood shed	*blŭd'shĕd*
black smith	*blăk'smĭt'h,*	blood shot	*blŭd'shŏt*
blad der	*blăd'dŭr*	blood y	*blŭd'ē*

(Lesson 14.) READING.

Address to Winter.

1. Well′, old gentleman′, thou hast come again
To give poor mortals another cold embrace;
But still′, I see′, in thy forbearing mien′,
Some smiles of comfort in thy frosty face.

2. Extend thy snowy mantle o'er the world;
And′, with thy icy sceptre′, tyrant′, reign;
O'er nature fair′, thy tempests may be hurl'd′,
And *northern* blasts may sweep along the plain;—

3. Thou wilt not hurt *my* little thatched cot′,
As thou rid'st tow'ring on the passing gale′;
But′, *pause*′, delighted with my happy lot′,
And′, whistling′, listen to the evening tale.

4. But if thou caperest round my house′, and storm′;
And troublest with thy *chills* an honest soul′;
I warn thee *now*′, beware thy grisly form;
I'll burn thee′, like a *wood-chuck*′, from thy hole.

5. Stay, stay, old fellow; I recall that threat;—
I feel *my powers* are weaker far than *thine*;
Should I attempt to make thy noddle sweat′,
I fear one smack from thee, might shiver mine.

(Lesson 15.) ARITHMETIC.

Multiplication of Avoirdupois Weight.

(1) T. 16 – 6 – 2 – 6×5=T.81 – 12 – 3 – 2
(2) T.76 – 14 – 1 – 12×6= (3) c.18 –18 – 3 – 16×8=
(4) T.13 – 18 – 2 – 14 – 13 – 15×10= (5) c. 12 – 3 – 16 – 10×11= (6) qr.3 – 27 – 15 – 15×12=

Division of Avoirdupois Weight.

(1) T.81 – 12 – 3 – 2÷5=T.16 – 6 – 2 – 6 *Ans.*
(2) T.76 – 14 – 1 – 12÷6=
(3) C.18 – 3 – 16÷8=
(4) T.13 – 18 – 2 – 14 – 13 – 15÷10=
(5) C.12 – 3 – 16 – 10÷11=
(6) qr.3 – 27 – 15 – 15÷12=

OBS. *Remember, that in the Multiplication of all terms, you carry for as many from a low name to the higher, as will equal unity in that higher.*

(Lesson 16.) GRAMMAR.

Exercises in Parsing.

RULE 7. Every adjective refers to some noun, expressed or implied, in qualification; as, Mary writes long letters.

Mary is a noun proper, third person, singular number, feminine gender, subject of the verb writes; writes is a transitive verb, third person, singular number, and agrees with

its subject, rule 1. *Long is an adjective, positive state, and refers to the noun letters, in qualification, rule* 7. *Letters is a noun common, third person, plural number, no gender, and the object of the verb writes, rule* 3.

Good boys read large books. Faithful boys get good lessons. Small ships carry light burdens. Ann's apple is sweet, Mary's, sweeter, and Bell's, the sweetest.

Obs. 1. *An adjective, with the definite article before it, and no noun after it, may always be used as a noun of the plural number; as, The rich help the poor.*

In parsing this sentence, say, the rich, is a noun common, third person, plural number, of one or both genders, and the subject of the verb help; help is a transitive verb, third person, plural number, and agrees with its subject, rule 1. *The poor, is a noun common, third person, plural number, of one or both genders, and the object of the verb help, rule* 3.

Obs. 2. *One, two, three, &c. are termed numeral adjectives; but first, second, third, &c. are termed ordinal adjectives.*

Obs. 3. *Adjectives of one syllable are mostly compared by* er *and* est, *while those of two or more syllables are compared, generally, by more and most, less and least.*

(Lessson 17.) SPELLING.

blos som	*blŏs'sŭm*	bon net	*bŏn'nĕt*
blub ber	*blŭb'bŭr*	bon ny	*bŏn'nē*
blud geon	*blŭd'jŭn*	bor age	*bŭr'ĭdje*
blun der	*blŭn'dŭr*	bor rough	*bŭr'rō*
blunt ly	*blŭnt'lē*	bor row	*bŏr'rō*
blunt ness	*blŭnt'nĕs*	bos'sage	*bŏs'sāje*
blush y	*blŭsh'ē*	bos vel	*bŏz'vĕl*
blus ter	*blŭs'tŭr*	botch y	*bŏtsh'ē*
blus trous	*blŭs'trŭs*	bot tle	*bŏt'tl*
bod ice	*bŏd'ĭs*	box er	*bŏks'ŭr*
bod y	*bŏd'dē*	brack et	*brăk'kĭt*
bog gle	*bŏg'gl*	brack ish	*brăk'ĭsh*
bog gy	*bŏg'gē*	brag ger	*brăg'gŭr*
bom bard	*bŭm'bŭrd*	brag less	*brăg'lĕs*
bom bast	*bŭm'băst*	brag ly	*brăg'lē*
bond maid	*bŏnd'māde*	bram ble	*brăm'bl*
bond man	*bŏnd'măn*		

(Lesson 18.) READING.

To the Wine Bibber.

1. Push *back* the bowl! its charms', to-day',
Will vanish e'er to-morrow;
Its potent fumes', will die away',
And leave you', wreck'd with sorrow.

2. Although it lights the sparkling eyes′
With momentary pleasure′,
Yet′, when the cheating poison dies′,
Wo follows at its leisure\.

3. Push *back* the bowl\! the ruddy wine′
Is but a treacherous snare\;
Fell serpents round the goblet twine′,
And leave their *poison* there\.

4. A blaze of rapturous joy may *seem*
To issue from the bowl\;
You bask′, a moment′, in the gleam′,
Then *drink*′, and drown the *soul*\.

5. Push *back* the bowl\! Its Judas kiss′,
Soon lays its victim low\;
Why revel in a brutish bliss′,
To find an age of wo\?

6. Let *reason's* voice be heard, supreme\;
Take *temperance* for your guide\;
Lest′, launch'd on dissipation's stream′,
You *sink* beneath its tide\.

(Lesson 19.) ARITHMETIC.

(5.) *Apothecaries Weight.*

Table of the Parts.

20 Grains, gr.	make	1 Scruple,	marked	℈
3 Scruples	„	1 Dram,	"	ʒ
8 Drams	„	1 Ounce,	"	℥
12 Ounces	„	1 Pound,	„	℔

NOTE. Apothecaries mix their medicines by this weight, but they buy and sell by avoirdupois weight.

Addition of Apothecaries Weight.

1)	lbs.	ʒ	℥	℈	(2)	lbs.	ʒ	℥	℈	qr.
	8 –	3 –	2 –	2		16 –	11 –	7 –	2 –	19
	16 –	2 –	5 –	1		36 –	6 –	5 –	1 –	17
	12 –	0 –	2 –	1		72 –	5 –	6 –	2 –	15
	36 –	6 –	2 –	1						

3. Add, 118lbs. – 1 – 5 – 2 – 15; 16lbs. – 11 – 7 – 1 – 19; 150lbs. – 9 – 6 – 2 – 19, and add the results into one sum.

Subtraction of Apothecaries Weight.

(1)	lbs. 9 –	1 –	2 –	2 –	12	(2)	lbs. 28 –	10 –	4 –	1 –	10
	6 –	10 –	1 –	1 –	19		17 –	6 –	7 –	2 –	8

3. From lbs. 59 – 1 – 2, take 53 – 7 – 5. From lbs. 69, take lbs. 14 – 9 – 1, and add the results into one sum.

(Lesson 20.) GRAMMAR.

Of Adverbs.

RULE 8. Adverbs refer to verbs, participles, adjectives, and other adverbs, in modification; as, Sophia writes daily.

Sophia is a noun proper, third person, singular number, feminine gender, and the subject of the verb, writes; writes is an intransitive verb, third person, singular number, and agrees with its subject, rule 1.; daily is an adverb of time, and refers to the verb writes, in modification, rule 8.

Mary writes handsomely. James reads fluently. The river runs crookedly. The trees grow well. The house stood there. I heard the bell then. You listen now. Joseph makes a very handsome bow. Ralph saw the boys rowing the boat briskly.

NOTE. Adverbs are of various kinds. They refer to the time, the place, and the manner of actions. They modify qualities and properties. They affirm, deny, question, and answer; and some of them may be compared the same as adjectives.

OBS. *The same word is often made an adverb, an adjective, a conjunction, and even a noun. Hence, to know a part of speech, observe the office it performs in the sentence to which it is applied.*

The new ship sails extremely crank. Mary's brother writes daily. The more the wind blows, the faster the ship sails. The hunters shoot the birds flying. The flying smoke dims the sight. The rattling hail falls clattering on the roof of the house. The sun appears wading through the clouds.

(Lesson 21.) SPELLING.

branch er	*brăntsh'ŭr*	bring er	*brĭng'ŭr*
branch y	*brăntsh'ē*	bris ket	*brĭs'kĕt*
bran dy	*brăn'dē*	brisk ly	*brĭsk'lē*
bran ny	*brăn'nē*	brisk ness	*brĭsk'nĕs*
brass y	*brăs'ē*	bris tle	*brĭs'tl*
bread corn	*brĕd'kôrn*	bris tly	*brĭs'tlē*
break fast	*brĕk'fâst*	brit tle	*brĭt'tl*
breast bone	*brĕst'bōne*	broth er	*brŭt'h'ŭr*
breast hook	*brĕst'hôôk*	brush er	*brŭsh'ŭr*
breast knot	*brĕst'nŏt*	brush y	*brŭsh'ē*
breast plate	*brĕst'plāte*	brus tle	*brŭs'sl*
breast work	*brĕst'wŭrk*	bub ble	*bŭb'bl*
breath less	*brĕt'h'lĕs*	bub bler	*bŭb'b'lŭr*
brick bat	*brĭk'băt*	bub by	*bŭb'bē*
brick clay	*brĭk'klā*	buck et	*bŭk'kĭt*
brick dust	*brĭk'dŭst*	buck le	*bŭk'kl*
brick kiln	*brĭk'kĭl*	buck ler	*bŭk'lŭr*

brill iant	*bril'yănt*	buck ram	*bŭk'rŭm*
brin dle	*brĭn'dl*	buck thorn	*bŭk't'hôrn*

(Lesson 22.) READING.

Evening.

1. *This* is the hour when mem'ry wakes
Sweet *dreams* which do not last\;
This is the hour when fancy takes
A survey of the *past*\.

2. She brings before the passive mind
The *deeds* of earlier years\;
With friends that have been long consign'd
To *silence*′ and to *tears*\.

3. The *few* we *lik'd*\, the *one we lov'd*′,
Appear′, and then pass on\;
And many a well known *form* remov'd′,
And many a *pleasure* gone\.

4. Connexions that in *death* are hush'd\;
Affection's broken chain\;
And hopes that fate too early crush'd′,
In *memory live* again\.

5. Now′, watch the fading gleams of day′,
And muse on prospects flown\;
Tint\ after tint′, fades slow away\;
Night comes′—and all are gone\.

(Lesson 23.) ARITHMETIC.

Multiplication of Apothecaries Weight.

(1) lb.4 - 8 - 2 - 1×5=lb.23 - 5 - 3 - 2 *Ans.*
(2) lb.53 - 10 - 2 - 2 - 12×9= (3) lb.65 - 5 - 6 - 1 - 14×11=
(4) lb.177 - 8 - 5 - 1 - 12×12=

Division of Apothecaries Weight.

(1) 23lbs – 5 – 3 – 2÷5=4 – 8 – 2 – 1 *Ans.*
(2) 534 – 10 – 2 – 2 – 12÷9=
(3) 654 – 5 – 6 – 1 – 14÷11=
(4) 4171b – 8 – 5 – 1 – 12÷12=

(Lesson 24.) GRAMMAR.

Of Government.

Government, in grammar, implies the power which one word has over another, in causing it to be put in some mood, tense, or case, for the purpose of making sense. Hence, it is said that transitive verbs, active participles, and prepositions, govern the objective case of the noun, because these parts of speech require

that case to follow them as the object of an action or relation. In parsing the several parts of speech, it will be proper to adopt some uniform method of expressing their various properties, relations, &c. This will contribute to guard against perplexities, and abridge labour.

The method already pursued, (so far as it has been applied,) is probably the most natural, and may soon be rendered the most familiar. That is, when you parse a noun, tell its kind, person, number, gender, case, and office. When you parse a verb, tell its kind, person, number and agreement, and give the rule. When you parse an adjective, tell its degree, to what it refers, and give the rule. In parsing the active participle, tell its government, and give the rule. A preposition, tell its relation, and government, and tell the rule. An article, tell its kind and what it limits.

Heaven's face is spread with clouds. John holds the man's horse while eating oats. The Master sees the large scholar teaching the child. The poor help the rich. The rich feed the poor. The boy's master teaches the neighbour's children.

(Lesson 25.) SPELLING.

budg et	*bŭdj'ĭt*	bur ner	*bŭr'nŭr*
buf fet	*bŭf'fĭt*	bur net	*bŭr'nĭt*
buf fle	*bŭf'fl*	bur rel	*bŭr'rĭl*
bug bear	*bŭg'bârc*	bur row	*bŭr'rō*
build er	*bĭld'ŭr*	bur then	*bŭr't'hĕn*
build ing	*bĭld'ĭng*	bur y	*bĕr'rē*
bul bous	*bŭl'bŭs*	bus tle	*bŭs'tl*
bulk head	*bŭlk'hĕd*	bus tler	*bŭs'lŭr*
bulk y	*bŭlk'kē*	bus y	*bĭz'zē*
bun chy	*bŭn'tshē*	but tler	*bŭt'lŭr*
bun dle	*bŭn'dl*	but ter	*bŭt'tŭr*
bun gle	*bŭng'gl*	but ton	*bŭt'tn*
bun gler	*bŭng'glŭr*	but tress	*bŭt'trĭs*
bur den	*bŭr'dn*	bux om	*bŭks'ŭm*
bur dock	*bŭr'dŏk*	buz zard	*bŭz'zŭrd*
bur gess	*bŭrjĕs*	cab bage	*kăb'bĭdje*
burgh er	*bŭrg'ŭr*	cab in	*kăb'bĭn*
bur lace	*bŭr'lăse*	cac kle	*kăk'kl*
bur lesque	*bŭr'lĕsk*		

(Lesson 26.) READING.

Morning.

What's most enchanting to behold',
Or ting'd with richest hues of gold',
Or beauties most sublime unfold?
The Morning.

2. What elevates the spirits high\;
Removes the tear from beauty's eye′,
And fills the soul with ecstacy\?
The Morning\.

3. What part of each revolving day′,
Does greatest harmony display\;
Or makes man's life most blithe and gay\?
The Morning\.

4. What makes the healthy current flow′,
And beauty's features fairer grow\;
And cheeks with mantling blushes glow\?
The Morning\.

5. Blessˈd hour′! I hail thy early prime′,
The *choicest* of my fleeting time\;
I'll praise thy charms in triple rhyme′,
Sweet Morning\.

(Lesson 27.) ARITHMETIC.

(6) *Cloth Measure.*

Table of the Parts.

2¼	Inches (in.) make	1 Nail,	marked na.
4	Nails	¼ of a Yard or 1 Qr.	qr.
4	Qrs.	1 Yard	yd.
3	Quarters	1 Ell Flemish,	E. Fl.
5	Quarters	1 Ell English,	E. E.
6	Quarters	1 Ell French,	E. Fr.

NOTE. Cloth, ribbons, tapes, &c. are bought and sold by this measure.

Addition of Cloth Measure.

(1) yds. qrs. na.	(2) E. E. qr. na.	(3) E. Fl. qr. na.
78 – 1 – 2	62 – 2 – 1	19 – 2 – 0
150 – 3 – 3	1116 – 2 – 2	638 – 1 – 2
255 – 3 – 1	814 – 3 – 0	398 – 3 – 3
631 – 2 – 0	769 – 1 – 3	458 – 2 – 1

1116 – 2 – 2 *Ans.*

4. Add 219 yds. 3 – 3; 812 yds. 3 – 1; 989 yds. 1 – 2

Subtraction of Cloth Measure.

(1) yds. 1766 – 1 – 2	(2) E. E. 166 – 4 – 1
1276 – 2 – 3	77 – 0 – 2
(3) E. Fr. 144 – 1	(4) E. Fl. 63 – 1 – 2
87 – 2	36 – 2 – 3

5. A. bought yds. 33 – 2 of crape, and sold yds. 19 – 3 – 2, what had he left? *Ans.* 13yds – 2 – 2.

Multiplication of Cloth Measure.

(1) y. 112 - 3 - 2×3=338 - 2 - 2. (2) y.45 - 1 - 2×5=
(3) E. E. 17 - 4 - 2×7= (4) E. Fl.38 - 1 - 3×9=
(5) E. Fr. 44 - 2 - 2×12=

Division of Cloth Measure.

(1) 338 – 2 – 2÷3=112 – 3 – 2 *Ans.*
(2) 459 – 1 – 2÷5=
(3) 173 – 4 – 2÷7=
(4) 383Fl – 1 – 3÷9= (5) 44E. F. – 2 – 2÷12=

(Lesson 28.) GRAMMAR.

Of Pronouns.

A Pronoun is a word used instead of a noun. Its object is to enable the writer or speaker to avoid repetition, and render language concise and agreeable.

NOTE. The use of the pronoun may be exemplified in the following manner; Mary writes Mary's copies well; hence, Mary has improved in Mary's style of penmanship. Here the noun Mary occurs four times in a few words. Now introduce the pronoun, and the repetition will be avoided, and the language improved. Mary writes her copies well; hence, she has improved in her style of penmanship.

As pronouns are used in the place of nouns, they have all the properties, powers, and relations, that belong to nouns: to wit, person, number, gender, and case; and they have also government and agreement.

Pronouns are divided into four kinds;—to wit.

1. Personal Pronouns, 3. Pelative Pronouns,
2. Adjective Pronouns, 4. Interrogative Pronouns.

Teaching little children is a pleasant employment. Good children increase their parents' pleasures daily. Bad children multiply their parents' sorrows continually.

(Lesson 29.) SPELLING.

cal ice	*kăl'ĭs*	can thus	*kăn't'hŭs*
cal id	*kăl'ĭd*	can tle	*kăn'tl*
cal let	*kăl'lĕt*	cant let	*kănt'lĭt*
cal lous	*kăl'lŭs*	can to	*kăn'tō*
cal low	*kăl'lō*	can ton	*kăn'tŭn*
cam el	*kăm'ĕl*	can vass	*kăn'văs*
cam lit	*kăm'lĭt*	cap stan	*kăp'stăn*
cam phire	*kăm'fīr*	cap tain	*kăp'tĭn*
can cel	*kăn'sĭl*	cap tious	*kăp'shŭs*
can cer	*kăn'sŭr*	cap tive	*kăp'tĭv*
can did	*kăn'dĭd*	cap tor	*kăp'tŭr*
can dle	*kăn'dl*	cap ture	*kăp'tshūre*
can dour	*kăn'dŭr*	car at	*kăr'ăt*
can dy	*kăn'dē*	car ol	*kăr'ŭl*

can ker	*kăng'kŭr*	car rot	*kăr'rŭt*
can non	*kăn'nŭn*	car ry	*kăr'rē*
can not	*kăn'nŏt*	cas sock	*kăs'sŭk*
can on	*kăn'ŭn*	cast er	*kăst'ŭr*
can ter	*kăn'tŭr*	cas tle	*kăs'sl*

(Lesson 30.) READING.

A Mother's Grief.

1. To mark the suff'rings of the babe',
That cannot speak its woe;
To see the infant tears gush forth',
Yet know not why they flow;
To meet the meek', uplifted eye',
That fain would ask relief',
Yet', can but show its agony;
This is a *mother's grief*.

2. To see', in *one short hour*', decay'd',
The *hope* of former years;
To feel how *vain* a *father's* prayers;
How *vain* a *mother's* tears;
To find the cold *grave* now must close
O'er what was *once* the chief
Of all the treasur'd joys on earth;
This is a *mother's grief*.

3. Yet when the first wild throb is past',
Of anguish', and despair',
To lift the eye of faith to Heav'n',
And say', "*my* child is there'," —
This', best can dry the gushing tear;
This', yields the heart relief;
Anon the *Christian's* pious *hope*',
O'ercomes the *mother's grief*.

(Lesson 31.) ARITHMETIC.

Long Measure.

Table of the Parts.

6	Points (pt.) make	1	Line,	l.
4	Lines "	1	Barleycorn,	b.c.
3	Barleycorns "	1	Inch,	in.
12	Inches "	1	Foot,	ft.
3	Feet "	1	Yard,	yd.
5½	Yards, or 16½ feet	1	Rod, pole or perch,	pc.
40	Poles "	1	Furlong,	fur.
8	Furlongs, or 320 poles	1	Mile,	m.
3	Miles "	1	League,	L.
60	Geo. or 69½ Stat. M.	1	Degree,	deg.
360	Degs. or equal parts,	1	Great circle of the earth.	

NOTE. This measure is applied to whatever has length without reference to breadth or thickness.

Some other terms are occasionally applied, such as a hand, a fathom, a chain, &c.

A hand is 4 inches, and used to measure the height of horses.

A fathom is 6 feet; and applied to measure deep water.

A chain is 100 links long, or 66 feet, or 4 rods, and used in measuring roads and lands.

Addition of Long Measure.

(1)	L.	m.	fur.	po.	(2)	yds.	ft.	in.
	15	2	4	17		14	2	10
	18	1	3	10		15	1	11
	60	0	5	24		12	0	9
	530	1	3	12		7	1	8
	830	1	6	24		14	2	7
	38	0	3	22		10	1	10
	1493	2	2	29				

3. Add 1493 Lea. – 2 – 7 – 4 – 2 – 10 – 3 – 5; to 1262 Lea. – 1 – 6 – 38 – 5 – 5 – 2 – 11 – 2 – 3 – 5.

Subtraction of Long Measure.

(1)	L37	1	2	9	(2)	L155	2	2	13
	16	2	3	13		76	6	2	19

3. Subtract m. 43 – 5 – 22 from m. 125 – 3 – 25.

4. Subtract y. 15 – 1 – 3 from y. 37 – 0 – 8, and add all the remainders into one sum.

(Lesson 32.) GRAMMAR.

Of Personal Pronouns.

There are five personal pronouns; to wit, I, you, he, she, it; and the plurals of these are we, you, they.

NOTE 1. In solemn and poetic styles, thou is used for you in the singular number, and ye, or you, in the plural. The plural verb, are, is also made to agree with you and thou in the singular number; as, you are my brother, or thou art my brother. The idea is in fact single, and the verb must be regarded as single.

Pronouns have three persons both in their singular and plural application. I, or the person who speaks, is the first person; you, is the second; he, she, or it, is the third person singular. We, the person who speaks connected with others, is the first person, you, the second person, they, the third person plural.

NOTE 2. The verb agrees with the pronoun, you, in the singular or plural number, agreeably to the idea expressed by the term.

OBS. *Pronouns, like nouns, may be declined; that is, their person, number, gender, and case, may be illustrated in the following manner.*

Singular Number.

	1st Pers.	2d P.	3d P. ms. g.	Fe. g.	Nr. g.
Nom. Case	I,	you,	he,	she,	it.
Pos. Case	My,	yours,	his,	hers,	its.
Obj. Case	Me,	you,	him,	her,	it.

Plural Number.

Nom. Case	We,	you,	they,	they,	they.
Pos. Case	Ours,	yours,	theirs,	theirs,	theirs.
Obj. Case	Us,	you,	them,	them,	them.

NOTE 3. Though the second person in the singular and plural numbers, have the same form, yet the mind will readily distinguish their application to singular or plural objects, and their case may be determined from their relation to other words.

In the solemn and poetic styles, the second person is thou, and declined thus: Nom. thou, Pos. thine, Obj. thee. Plural, Nom. ye or you, Pos. yours, Obj. you.

(Lesson 33.) SPELLING.

cas tor	*kăs'tŭr*	cen taur	*sĕn'tâwr*
cas trel	*kăs'trĭl*	cen tral	*sĕn'trăl*
catch er	*kătsh'ŭr*	cen tre	*sĕn'tŭr*
catch fly	*kătsh'flī*	cen trick	*sĕn'trĭk*
cat fish	*kăt'fĭsh*	cen try	*sĕn'trē*
cat head	*kăt'hĕd*	cer tain	*sĕr'tĭn*
cat mint	*kăt'mĭnt*	ces sion	*sĕsh'shŭn*
cat pipe	*kăt'pīpe*	cess ment	*sĕs'mĕnt*
cats eye	*kăts'ī*	ces sor	*sĕs'sŭr*
cats foot	*kăts'fŭt*	chaf fer	*tshăf'fŭr*
cat sup	*kătsh'ŭp*	chaff less	*tshăf'lĕs*
cat tle	*kăt'tl*	chaf fy	*tshăf'fē*
cav ern	*kăv'ŭrn*	chal dron	*tshăl'drŭn*
cav il	*kăv'il*	chal ice	*tshăl'ĭs*
cel lar	*sĕl'lŭr*	cham let	*kăm'lĭt*
ce ment	*sĕm'mĕnt*	cham brel	*kăm'brĭl*
cen ser	*sĕn'sŭr*	chan cel	*tshăn'sĕl*
cen sor	*sĕn'sôr*	chan nel	*tshăn'nĕl*
cen sure	*sĕn'shŭr*	chan ter	*tshăn'tŭr*
cen sus	*sĕn'sŭs*		

(Lesson 34.) READING.

The Burial.

Earth to earth', and dust to dust;
Here the evil' and the just;
Here the youthful' and the old;
Here the timid' and the bold;
Here the matron and the maid'
In one common grave', are laid.

2. Here the vassal\ and the king/,
Side by side/, lie mouldering\;
Here the sword and sceptre rust\;
Earth to earth/, and dust to dust\.

3. Age on age, shall roll along/,
O'er this pale and ghastly throng\;
Those that wept them\, those that weep/,
All shall with these sleepers, sleep\.

4. Trump of peace nor clarion's roar/,
Ne'er shall break their slumbers more\,
Death shall keep his silent trust/;
Mingled with its mother dust\.

(Lesson 35.) ARITHMETIC.

Multiplication of Long Measure.

1. d.12 - 2 - 5 - 36×5=
2. m.42 - 1 - 29×7=
3. fur.22 - 12 - 2 - 11×9=
4. d.6 - 42 - 7×11=
5. m.44 - 5 - 33×12=
6. d.7 - 31 - 6 - 31×10=

Division of Long Measure.

1. 12d. - 2 - 5 - 36÷5=2d - 24 - 4 - 15÷1 - 5
2. 42m. - 1 - 29÷7=
3. 22fur. - 12 - 2 - 11÷9=
4. 6d. - 42 - 7÷11=
5. 44m. - 5 - 32÷12=
6. 7d. - 31 - 6 - 31÷10=

(Lesson 36.) GRAMMAR.

Of the Adjective Pronoun.

Adjective pronouns are said to be of a mixed nature, and to perform the offices both of the pronoun and adjective. They are divided into several kinds; to wit:

1. The demonstrative adjective pronoun.
2. The indefinite adjective pronoun.
3. The possessive adjective pronoun.
4. The distributive adjective pronoun.

1. *The Possessive* adjective pronoun, is that which implies possession, and refers to some noun expressed or understood. Of this kind there are six; namely: my, your, his, her, our, their; as, my hat; your book; his gun; her pen; our city; their seats.

NOTE. In solemn and poetic styles, mine, thine and thy, are used, and this is the style adopted by the Friends' society. In common discourse it appears very stiff and affected.

2. *The Distributive* adjective pronoun, is that which refers to a noun, expressing a number of persons or things, each of

which is taken separately. They refer to nouns of the singular number only. Of this class there are but three; namely: each, every, either; as, each book of the ten books; every child of all the children; either pen of the two pens.

Him she pities. They teach us daily. She often sings to us most charmingly. You he feeds plentifully. Him he carries easily. Them you love heartily. It is served faithfully. I run fast. He runs twice. We run often. Those sheep are white. These horses are fleshy. Five men drove twelve horses.

(Lesson 37.) SPELLING.

chan tress	*tshăn'trĭs*	cher up	*tshĕr'ŭp*
chan try	*tshăn'trē*	chess board	*tshĕs'bōrd*
chap el	*tshăp'ĕl*	chess man	*tshĕs'măn*
chap lain	*tshăp'lĭn*	chest nut	*tshĕst'nŭt*
chap less	*tshăp'lĕs*	chick en	*tshĭk'ĭn*
chap let	*tshăp'lĕt*	chick weed	*tshĭk'wēēd*
chap man	*tshăp'măn*	chil blane	*tshĭl'blāne*
chap ter	*tshăp'tŭr*	chil ly	*tshĭl'lē*
chat tle	*tshăt'tl*	chil ness	*tshĭl'nĕs*
chat ter	*tshăt'tŭr*	chim ney	*tshĭm'nē*
chat ty	*tshăt'lē*	chin cough	*tshĭn'kŏf*
chec quer	*tshĕk'ŭr*	chinck y	*tshĭnk'ē*
check mate	*tshĕk'māte*	chip ping	*tshĭp'ĭng*
cher ish	*tshĕr'ĭsh*	chin pur	*tshĭn'pŭr*
cher ry	*tshĕr'rē*	chis el	*tshĭz'zĕl*
cher ub	*tshĕr'ŭb*	chit chat	*tshĭt'tshăt*

(Lesson 38.) READING.

The Seasons.

I marked the *Spring* as she pass'd along',
With her eye of light' and her lip of song',
While she stole in peace o'er the green earth's breast',
And the streams sprang out from their icy rest',
The buds bent low to the breeze's sigh',
And their breath went forth to the scented sky;
Then the fields look'd fresh in their sweet repose',
And the young dews slept on the new-born rose.

I looked upon *summer*;—the golden sun'
Poured joy over all that he looked upon;—
His glance was cast as a gift abroad',
Like the boundless smile of a perfect God;
The stream shone glad in his magic ray—
The fleecy clouds o'er the green hills lay;
Over rich, dark wood, their shadows went',
As they floated in light thro' the firmament.

The scene was changed\—it was *Autumn's* hour\;
A frost had discoloured the summer bower\;
The blast wail'd sad midst the cankerd leaves/,
While reapers stood musing by gathered sheaves\;—
The mellow pomp of the rainbow woods/,
Was stirr'd by the sound of the rising floods\;
And I knew by the cloud/—and the wild wind's strain/;
That Winter drew near with his stormy train\.

I stood by the Ocean\;—its waters roll'd/,
In their changeful beauty of sapphire and gold\;
And Day look'd down with its radiant smiles/,
Where the blue waves danced round a thousand isles\;
The ships went forth on the trackless seas/,
And their white wings play'd on the joyous breeze\;
Their prows rush'd on midst the parted foam/,
While the sailor was wrapt in a dream of Home\.

(Lesson 39.) ARITHMETIC.

Land Measure.

Table of the parts.

144 Inches	(in.)	make	1 Foot	ft.
9 Feet		"	1 Yard,	yd.
360" Feet, (or 30 ¼ yds.)		"	1 Rod or perch,	rd.
40 Rods, (or 14400 ft.)		"	1 Rood,	r.
4 Roods, (or 57600 ft.)		"	1 Acre,	a.
640 Acres		"	1 Mile,	m.

NOTE. This measure is applied to lands and whatever has length and breadth; hence it is properly called superficial measure.

Addition of Land Measure.

(1)	a.	r.	po.
	41	1	37
	68	2	27
	169	1	28
	122	2	12
	530	1	18

(2)	a.	r.	po.
	932	2	17
	648	3	38
	1112	2	5
	1234	1	1
	4321	3	38

932 – 2 – 2 *Ans.*

3. Add, a. 123 – 11, a. 164 – 2 – 21; a. 464 – 3 – 32; a. 602 – 1 – 6, into one sum.

Subtraction of Land Measure.

(1)	a.			(2)	a.		
	192	2	2		325	2	1
	124	3	2		177	3	13

3. Take a. 32 – 3 – 14 from a. 800; and (4) a. 83 from a. 365 – 1 – 30, and add the remainders into one sum.

Multiplication of Land Measure.

1. a. 59 – 3 – 27×4=
2. a. 751 – 2 – 17× 6=
3. a. 141 – 3 – 21×8=
4. a. 181 – 2 – 37×10=
5. a. 981 – 3 – 32×11=
6. a. 265 – 2 – 38×12=

Division of Land Measure.

1. a. 59 – 3 – 27÷4=
2. a. 75 – 2 – 17÷6=
3. a. 141 – 3 – 21÷8=
4. a. 181 – 2 – 37÷10=
5. a. 981 – 3 – 32÷11=
6. a. 265 – 2 – 38÷12=

(Lesson 40.) GRAMMAR.

Of Adjective Pronouns.

3. The *Demonstrative* adjective pronoun, is that which points out precisely the object to which it refers. Of this kind there are only four; viz. this and that, with their plurals, these and those, and former and latter. The two last have case attached to them: as, this man, that man, these boys, those boys, former's case, latter's case, &c.

4. The *Indefinite* adjective pronoun, is that which refers to its subject in an indefinite manner. There are six of them, viz. some, one, any, other, all, such; as, some men, one boy, any pen, other pens, all pens, such pens. One and other, have both case and number attached to them.

Obs. *Adjective pronouns refer to nouns the same as adjectives, but when used without a noun, they are mere pronouns, and must be parsed as such.*

Six boys shot forty birds. John says his new house smokes badly. The city of New-York contains one hundred and fifty thousand souls. Mary loves her book, her work, and her friends, and she is well beloved by the latter, and is conversant with the former. Your reason controls your passions. John respects his own friends and yours. Joseph's wife's youngest sister loves Emma's second brother.

NOTE. When two or more nouns in the possessive case succeed each other, the first is governed by the second, and that by the third, and so on; for the thing possessed, governs the possessor. Hence, Joseph is governed by the noun wife's.

(Lesson 41.) SPELLING.

chol er	*kŏl'lŭr*	cir cus	*sĕr'kŭs*
chol ick	*kŏl'lĭk*	cis tern	*sĭs'tŭrn*
christ ian	*krĭst'yŭn*	cit rin	*sĭt'rĭn*
christ mas	*krĭst'măs*	cit ron	*sĭt'rŭn*
chron ick	*krŏn'ĭk*	cit y	*sĭt'tē*
chub bed	*tshŭb'bĭd*	civ et	*sĭv'ĭt*
chuc kle	*tshŭk'kl*	civ ick	*sĭv'ĭk*
chuf fy	*tshŭf'fē*	civ il	*sĭv'ĭl*
churl ish	*tshŭrl'ĭsh*	clam ber	*klăm'bŭr*
cinc ture	*sĭnk'tshŭre*	clam my	*klăm'mē*
cin der	*sĭn'dŭr*	clam our	*klăm'mŭr*

sin gle	*sĭng′gl*	clang our	*klăng′gŭr*
cinque foil	*sĭnk′fŏil*	clap per	*klăp′pĕr*
cir cle	*sĕr′kl*	clar et	*klăr′rĕt*
cir cled	*sĕr′klĭd*	clar y	*klār′ē*
cir clet	*sĕr′klĭt*	clasp er	*klăsp′pŭr*
cir cling	*sĕr′klĭng*	clas sick	*klăs′sĭk*
cir cuit	*sĕr′kĭt*		

(Lesson 42.) READING.

Who dare murmur there 's no God.

The mountain arose with its lofty brow′,
While its shadow was sleeping in vales below;
The mist′, like a garland of glory lay′,
Where its proud heights soar'd in the air away;
The eagle was there on his tireless wing′,
And his shriek went up like an offering;
And he seem'd′, in his sunward flight′, to raise
A chant of thanksgiving—a hymn of praise.

I look'd on the arch of the midnight skies′,
With its blue and unsearchable mysteries;
The moon′, midst an eloquent multitude
Of unnumbered stars′, her pathway pursu'd;
A charm of sleep on the city fell′,
And sounds lay hush'd in the brooding spell;
By babbling brooks were the buds at rest′,
And the sparrow dream'd sweet on her downy nest.

I stood where the deepening tempest pass'd;
The strong trees groan'd in the sounding blast;
The murmuring deep with its wrecks roll'd on′,
And clouds overshadow'd the mighty sun;
The low reeds bent by the streamlet's side′,
And hills to the thundering peal repli'd;
The lightning burst forth on its fearful way′;
While the heavens were lit in its red array!

And hath MAN the power′, with his pride and skill′,
To arouse all Nature with storms at will′!
Hath he power to colour the summer cloud′—
Or allay the tempest when hills are bow'd′?
Can he waken the spring with her festal wreath′—
Or mantle the sun with his slightest breath′?
Will he come again′, when Death's vale is trod′?
Who then shall dare murmur′—'*there is no God*!'

(Lesson 43) ARITHMETIC.

Cubic Measure.

Table of the Parts.

1728 Inches	make	1 Solid foot,	ft
27 Solid feet	"	1 Solid yard,	yd

40 Ft. of round Timber or 50 Ft. of hewn Timber, } make 1 Ton, T.

128 Solid ft. or 8 ft. long, 4 high and 4 wide, } " " 1 Cord of wood, c.

NOTE. This measure is used when things have length, breadth and depth; and is properly called solid measure.

Addition of Cubic Measure.

1. Tons.	Ft.	In.	2. Tons.	Ft.	In.
29 -	36 -	1219	146 -	31 -	86
12 -	19 -	64	265 -	29 -	164
18 -	2 -	7	332 -	18 -	945
19 -	8 -	164	123 -	19 -	106
6 -	3 -	58	312 -	27 -	886
85 -	28 -	1512 *Ans.*			

3. Add T3 - 9 - 144; T144 - 6 - 1462: T119 - 39 - 1569; T76 - 17 - 641, into one sum.

Subtraction of Cubic Measure.

1. T.29 - 36 - 1229	2. T.142 - 29 - 1412
12 - 42 - 1064	88 - 38 - 666

3. From c. 30 take c. 14 - 17 - 122.

Multiplication of Cubic Measure.

1. T.39 - 36 - 122×3=119 - 28 - 366
2. c.47 - 120 - 127×7=
3. T.121 - 27 - 366×9=
4. c.212 - 89 - 39×12=

Division of Cubic Measure.

1. T. 39 - 36 - 122÷3=
2. T.119 - 28 - 366÷3=
3. T.121 - 27 - 366÷9=
4. C.211 - 89 - 39÷7=
5. C. 47 - 120 - 127÷12=

(Lesson 44.) GRAMMAR.

Exercises in Parsing.

RULE 9. Every adjective pronoun refers to some noun expressed or implied; as, Mary teaches my child.

Mary is a noun proper, third person, singular number, feminine gender, and the subject of the verb teaches; teaches is a transitive verb, third person, singular number, and therefore agrees with its subject, rule 1. *My is an adjective pronoun, and refers to the noun child in possession, rule* 9. *Child is a noun common, third person, singular number, either male or female, and the object of the verb teaches, rule* 3.

John loves his books. Mary respects her parents. Ann has other friends. Your friends are his friends. Some boys write daily.

OBS. *When the noun is understood, the adjective pronoun, mine and yours, are often used;* as, Your son works with mine, or your son works with my son. Joseph rode your horse and

led mine. This is your friend, that is mine. He wishes well to you and yours. Our books are old, hers are new. All have their faults. Many have few friends. Some have no friends. Make sure of one friend. Betray, not your friend. He who keeps faith with his friends shall have many.

(Lesson 45.) SPELLING.

clas sis	*klăs'sĭs*	clum sy	*klŭm'zē*
clat ter	*klăt'tŭr*	clus ter	*klŭs'tŭr*
clean ly	*klēn'lē*	clut ter	*klŭt'tŭr*
clean ser	*klēn'zŭr*	cob ble	*kŏb'bl*
clem ent	*klĕm'mĕnt*	cob bler	*kŏb'lŭr*
cler gy	*klĕr'jē*	cob web	*kŏb'wĕb*
clev er	*klĕv'ŭr*	coc kle	*kŏk'kl*
clinch er	*klĭnsh'ŭr*	cock loft	*kŏk'lŏft*
cling y	*klĭng'ē*	cock ney	*kŏk'nē*
clin ick	*klĭn'ĭk*	cock pit	*kŏk'pĭt*
clip per	*klĭp'pŭr*	cock spur	*kŏk'spŭr*
clip ping	*klĭp'pĭng*	coc tion	*kŏk'shŭn*
clod dy	*klŏd'dē*	cod fish	*kŏd'fĭsh*
clog gy	*klŏg'gē*	cod dle	*kŏd'dl*
clos et	*klŏz'ĕt*	cod ling	*kŏd'lĭng*
clot ter	*klŏt'tŭr*	cof fee	*kŏf'fē*
clot ty	*klŏt'tē*	cof fer	*kŏf'fŭr*
club law	*klŭb'lâw*		

1. Fair *Daffodils'*, we weep to see
You haste away so soon\;—
As yet', the early-rising sun',
Has not attain'd his noon\.

2. Stay, stay, until the passing day',
Has run but to the evening song',
And', having pray'd together', we
Will go with you along\.

3. *We* have short time to stay as *you*\;
We have as short a spring\;
As quick a growth to meet decay
As *you*\; or any *other* thing\.

4. *We* die as *your* hues die', and dry away
Like summer's mid-day rain\;
Or like the pearly drops of dew\;
Not to return again\.

Thy days, how few!

1. Light of my life'!
Quench'd is the vital flame so soon'?
Or ere thy joys were rife',
Or thou hadst reach'd life's manly noon'?

2. Thy *days*, how *few*!
How swifter than an eagle's flight',
Amid yon heav'n of blue!
Thy course', like his', soon wrapt from sight.

3. Light of my life'!
And art thou gone'!—for *ever* gone'?
Oh' grief'! to thee the strife
I yield.—Flow, then, my tears!—flow on.

4. Ah fatal flight'—
To thee', and thine.—Yet why deplore?
Anon', in fields of light
We meet again',—to part *no more*.

(Lesson 47.) ARITHMETIC.

(10) *Liquid Measure.*

Table of the Parts.

		make		
4	Gills (gi.)		Pint,	pt.
2	Pints		Quart,	qt.
4	Quarts		Gallon,	gal.
31½	Gallons		Barrel,	bbl.
2	Barrels (or 63 gal.)		Hogshead,	Hhd.
2	Hogsheads		Pipe or Butt,	pi.
2	Pipes, (or 252 gal.)		Tun,	T.

NOTE. This measure is used in buying and selling liquors of various kinds; but in some places, a difference is made between wine and beer measure: 282 solid inches make a gallon of beer, but 231 make a gallon of wine measure.

Addition of Liquid Measure.

(1) Gal.	qts.	pts.	(2) Hhds.	gal.	qt.	pts.
42	3	1	385	42	3	1
36	2	0	169	22	2	1
17	0	0	27	37	2	0
25	0	0	132	17	1	1
47	2	1	162	32	3	0

4. Add T. 119 - 3 - 52 - 2 - 1; T. 40 - 2 - 46 - 3 - 1; T. 16 - 3 - 56 - 3 - 1; T. 2 - 16 - 0 - 1; T. 75 - 0 - 39 - 2 - 0, into one sum.

Subtraction of Liquid Measure.

(1) T. 14 - 3 - 449 - 2 (2) h. 29 - 32 - 2 - 0
9 - 3 - 29 - 3 18 - 19 - 3 - 1

3. From T. 76 - 2 - 29 - 2, take T. 19 - 3 - 19 - 3 - 0, add the remainders.

Multiplication of Liquid Measure.

(1) T. 31 - 3 - 42 - 2×5= (2) g. 76 - 3 - 1×8=
(3) g. 144 - 2 - 0×10= (4) T. 37 - 2 - 22 - 3 - 1×13=

Division of Liquid Measure.

(1) T. 31 - 3 - 42 - 2÷ 5= (2) g. 76 - 3 - 1÷8=
(3) g. 144 - 9 - 2 - 0÷10= (4) 37 - 2 - 22 - 3 - 1÷12=

(Lesson 48.) GRAMMAR.

Exercises in Parsing.

RULE 10. A pronoun in the possessive case, is governed, the same as a noun, by the thing possessed, whether expressed or implied; as, one's friends seldom interfere.

One's is an adjective pronoun, in the possessive case, and is governed by the noun friends, rule 10. *Friends is a noun common, third person, plural number, male or female, or both, and the subject of the verb, interfere. Seldom is an adverb of time, and refers to the verb, interfere, in modification. Interfere is an intransitive verb, third person, plural number, and agrees with its subject, friends, rule* 1.

One loves one's self. My son works with yours. The old birds feed their young ones. Every one gets a task. Mary's mother and her little ones went abroad. Another's boy brought the news. One should know one's own mind. Some were active, others were idle. One's hand. One's heart.

OBS. *The adjective, the adjective pronoun, and the article, may refer to a pronoun, as well as to a noun.*

As, the wise are active; the foolish, idle; the former improve; the latter do not. The good ones are laid aside; the bad ones are cast off.

(Lesson 49.) SPELLING.

cof fin	*kŏf'fin*	com pass	*kŭm'pŭs*
col lar	*kŏl'lŭr*	com pend	*kŏm'pĕnd*
col lect	*kŏl'lĕkt*	com plex	*kŏm'plĕks*
col league	*kŏl'lēēg*	com plice	*kŏm'plĭs*
col lege	*kŏl'lĕdje*	com plot	*kŏm'plŏt*
col lier	*kŏl'yĕr*	com port	*kŏm pŏrt*
col our	*kŭl'lŭr*	com rade	*kŏm'rāde*
col umn	*kŏl'lŭm*	con cave	*kŏng'kāve*

com bat	*kŏm'băt*	con cert	*kŏn'sĕrt*
come ly	*kŭm'lē*	con clave	*kŏng'klāve*
com er	*kŭm'mŭr*	con cord	*kŏng'kŏrd*
com et	*kŏm'ĭt*	con course	*kŏng'kōrse*
com fit	*kŏm'fĭt*	con duit	*kŭn'dĭt*
com fort	*kŭm'fŭrt*	con flux	*kŏn'flŭks*
com ick	*kŏm'mĭk*	con gress	*kŏng'grĕs*
com ing	*kŭm'mĭng*	con ick	*kŏn'ĭk*
com ma	*kŏm'mă*	con quer	*kŏngk'ŭr*
com ment	*kŏm'mĕnt*	con quest	*kŏng'kwĕst*
com merce	*kŏm'mĕrse*	con science	*kŏn'shĕnse*
com mon	*kŏm'mŭn*	con scious	*kŏn'shŭs*
com pact	*kŏm'păkt*	con script	*kŏn'skrĭpt*

(Lesson 50.) READING.

The 137th Psalm.

1. Where *Babylon's* proud waters roll,
In exile, we sat down to weep;
For thoughts of *Zion*, o'er the soul,
Came like departed joys of sleep,
Whose *forms* to sad remembrance rise,
Though lost, *forever*, from our eyes.

2. Our harps upon the willow hung,
Where, (worn with toil our limbs reclin'd,)
The chords, untun'd and trembling, rung
With mournful music to the wind;—
While foes, insulting o'er our wrongs,
Cry'd, "sing us one of *Zion's* songs."

3. How *can* we sing the song we love,
Far from our own delightful land?
If I prefer thee not above
My chiefest joy, may this right hand,
Jerusalem, forget her skill,
My *tongue* lie mute, my *pulse* lie still.

(Lesson 51.) ARITHMETIC.

(11) *Dry Measure.*

Table of the Parts.

33.6	Solid inches, (in.)	make	1 Pint,	pt.
2	Pints	"	1 Quart,	qt.
4	Quarts, (268.8 in.)	"	1 Gallon,	gal.
2	Gallons, (8 quarts,)	"	1 Peck,	pk.
4	Pecks, (2250.42 in.)	"	1 Bushel,	bu.
8	Bushels,	"	1 Quarter,	qr.
4½	Quarters, (36 bushels,)	"	1 Chaldron.	ch.

NOTE. Dry measure is used for grain, fruit, salt, roots, coal, &c.

Addition of Dry Measure.

1. Bu.	P.	Qt.	2. Bu.	P.	Qt.	Pt.
110 –	3 –	2	137 –	2 –	6 –	1
180 –	2 –	3	263 –	3 –	5 –	0
100 –	0 –	2	157 –	1 –	3 –	1
455 –	2 –	7	726 –	0 –	2 –	0
342 –	3 –	6	246 –	0 –	3 –	2

1190 – 0 – 4 *Ans.*

3. Add bu. 363 – 2 – 5; bu. 632 – 3 – 3; bu. 766 – 0 – 4; bu. 221 – 3 – 6, into one sum.

Subtraction of Dry Measure.

1. b. 81 – 1 – 2 – 1	2. p. 3 – 5 – 0
49 – 2 – 3 – 1	1 – 6 – 1

2. A. bought b. 366 – 1 – 4 of wheat, and sold b. 278 – 2 – 4 – 1, what had he left?

Multiplication of Dry Measure.

1. bu. 196 - 3 - 5 - 1 × 6 =	2. bu. 612 - 2 - 7 - 1 × 8 =
3. bu. 778 - 1 - 3 - 0 × 10 =	4. bu. 39 - 3 - 6 - 1 × 12 =

Division of Dry Measure.

1. 196bu. - 3 - 5 - 1 ÷ 6 =	2. 612bu. - 2 - 7 - 1 ÷ 8 =
3. 778bu. 1 - 3 - 0 ÷ 10 =	4. 39bu. - 3 - 6 - 1 ÷ 12 =

(Lesson 52.) GRAMMAR.

Exercises in Parsing, illustrative of the foregoing rules.

Him she pities. They teach us daily. She often sings to us most charmingly. You he feeds most plentifully. Him he carries easily. Them you love heartily. Us it served faithfully. I run fast. He runs twice. We ran often. Those sheep are white. These horses are fleshy. Five men drove twelve horses. Six boys shot forty birds. John says his new house smokes badly. The city of New-York contains one hundred and fifty thousand souls. Mary loves her book, her work, and her friends, and she is well beloved by the latter, and is conversant with the former. Your reason controls your passions. John respects his own friends and yours. Joseph's wife's youngest sister loves Emma's second brother.

(Lesson 53.) SPELLING.

con serve	*kŏn'sĕrv*	cos tive	*kŏs'tĭv*
con sort	*kŏn'sôrt*	cost ly	*kôst'lē*
con stant	*kŏn'stănt*	cot land	*kŏt'lănd*
con struc	*kŏn'strŏ*	cot tage	*kŏt'tăge*
con sul	*kŏn'sŭl*	cot ton	*kŏt'tn*
con tact	*kŏn'tăkt*	cov er	*kŭv'ŭr*

cŏn test	*kŏn'tĕst*	cov ert	*kŭv'ŭrt*
con trast	*kŏn'trăst*	cov et	*kŭv'ĕt*
cŏn trite	*kŏn'trītĕ*	cov ey	*kŭv'vē*
con vent	*kŏn'vĕnt*	cough er	*kŏf'ŭr*
con vex	*kŏn'vĕks*	cov in	*kŏv'ĭn*
con vict	*kŏn'vĭkt*	coup le	*kŭp'pl*
con voy	*kŏn'vŏĕ*	coup let	*kŭp'lĕt*
cop land	*kŏp'lănd*	cour age	*kŭr'rŭdje*
cop ped	*kŏp'pĕd*	cour ant	*kŭr'rănt*
cop per	*kŏp'pŭr*	cous in	*kŭz'ĭn*
cop y	*kŏp'pē*	coz en	*kŭz'zn*
cor al	*kŏr'ăl*	crab bed	*krăb'bĕd*
cos tal	*kŏs'tăl*	crack er	*krăk'ŭr*
cos tard	*kŏs'tărd*	crack le	*krăk'kl*

(Lesson 54.) READING.

Americans and Britons.

NOTE. The pupil will add the inflections in pencil mark.

Though ages long have past,
Since our fathers left their home,
Their pilot in the blast,
O'er trackless seas to roam,
Yet runs the blood of Britons in our veins;
And shall we not proclaim
That blood of honest fame
Which no tyranny can tame
By its chains?
While the language, free and bold,
By the Bard of Avon sung,
As that which Milton told,
How the vaults of heaven rung,
When Satan, blasted, fell with all his host;
While these, with rev'rence meet,
Ten thousand'echoes greet,
And from rock to rock repeat
Round our coast;
While the manners, while the arts,
That mould a nation's soul,
Still cling around our hearts,
Between, let ocean roll,
Our joint communion breaking with the sun;
Yet still, from either beach,
The voice of blood shall reach,
More audibly than speech,
WE ARE ONE.

(Lesson 55.) ARITHMETIC.

(12) *Measure of Time.*

Table of the Parts.

60 Seconds,	(sec.) make	1 Minute,	m.
60 Minutes	"	1 Hour,	h.

24 Hours	make	1 Natural Day, d.
7 Days	"	1 Week, w.
4 Weeks	"	1 Month, mo.
12 Months	"	1 Year, y.

NOTE. There are, 13 Lunar months in one year; also 52 weeks, 1 day and 6 hours; or 365 days, 6 hours. The 6 hours are not counted until the fourth year, which has 366 days, and is called Leap year. Hence, divide the given year by 4, and if nothing is left, it is then Leap year.

Addition of the Measure of Time.

1. ho. m. sec.	2. y. mo. w. d.
20 - 56 - 42	117 - 9 - 3 - 5
23 - 47 - 36	62 - 7 - 2 - 5
12 - 27 - 28	126 - 10 - 1 - 6
16 - 35 - 36	109 - 9 - 0 - 0

73 - 47 - 22 *Ans.*

Add y. 36 - 8 - 3 - 5 - 21 - 52 - 18;—y. 146 - 9 - 2 - 6 - 22 - 45 - 55;—y. 75 - 0 - 2 - 3 - 19 - 40 - 4;—y. 369 - 5 - 1 - 2 - 55 - 33 - 44, into one sum.

Subtraction of the Measure of Time.

1. y. 72 - 4 - 3 - 1	2. d. 22 - 14 - 32 - 10
45 - 5 - 3 - 5	15 - 15 - 15 - 15

3. A. lived y. 70 - 6 - 5; he slept y 22 - 6 - 1, and played y. 17 - 2 - 2; how much of his life was spent at work?

Multiplication of the Measure of Time.

1. y. 32 - 3 - 2 - 6 21×5= 2. y. 121 - 8 - 3 - 4 - 22×7=
3. d. 144 - 13 - 34 - 52×10= 4. d. 76 - 22 - 55 - 55×12=

Division of the Measure of Time.

1. 32y. - 3 - 2 - 6 - 21÷5= 2. 121y. - 8 - 3 - 4 - 22÷7=
3. 144y. - 13 - 34 - 32÷10= 4. 76d. - 22 - 55 - 55÷12=

(Lesson 56.) GRAMMAR.

Of the Relative Pronoun.

The *relative pronoun* is that which relates to some foregoing noun or pronoun, which is therefore called its antecedent.

Of this class there are only three, viz. *who*, *which*, and *that*. But *that*, is a relative pronoun only when it can be changed into who or which.

Who, has case attached to it, and is capable of being declined; as, *nom.* who, *poss.* whose, *obj.* whom.

Interrogative Pronouns. There are three interrogative pronouns, *who*, *which*, and *what*; for they are used in asking questions.

Who and *which*, may relate to some foregoing noun, and be re-

latives at the same time they are interrogatives; hence, *relative interrogative pronouns*.

Which and *what*, may be joined to nouns, and become adjective pronouns, and still used interrogatively; hence, *adjective interrogative pronouns*.

NOTE.—There are many similar distinctions in the relations of words, and their application to practical purposes; all of which need not necessarily be known, in order to constitute a sufficient practical acquaintance with the language.

(Lesson

craf ty	*krăf'tē*	cross bow	*krŏs'bō*
crag ged	*krăg'gĕd*	cross ly	*krŏs'lē*
crag gy	*krăg'gē*	cross ness	*krŏs'nĕs*
cran kle	*krang'kl*	cross way	*krŏs'wā*
cred it	*krĕd'ĭt*	crum ble	*krŭm'bl*
cres cent	*krĕs'sĕnt*	crum my	*krŭm'mē*
cres cive	*krĕs'sĭv*	crum ple	*krŭm'pl*
crest ed	*krĕst'ĕd*	crup per	*krŭp'pŭr*
crest less	*krĕst'lĕs*	cryp stick	*krĭp'stĭk*
crev ice	*krĕv'ĭs*	crys tal	*krĭs'tăl*
crib bage	*krĭb'bĭdje*	cud den	*kŭd'dn*
crick et	*krĭk'ĭt*	cud dy	*kŭd'dē*

(Lesson 58.) READING.

The Good Man's Destiny.

How bright the scene where god-like virtue dies!
When crumbling nature looks up to the skies!
When sister spirits call the saint away,
From earth to heav'n; from night to endless day!

How bright the scene which sees the good man soar,
Where sin and sorrow vex his soul no more;
Where praise and prayer delight his ravished ear,
And fellow angels wipe his last shed tear.

When heav'ns fires around this world shall gleam,
And close this tinsel'd shadow of a dream;
When Gabriel's trump shall cleave the affrighted skies,
And bid the dust of sleeping millions rise;

Then, far from fear, and from the cries of wo,
From shades that blacken, and from fires that glow,
The good man's spirit, like a spotless dove,
Shall reign in glory, happiness, and love.

(Lesson 59.) ARITHMETIC.

Measure of Circular Motion.

Table of the Parts.

60 Thirds (‴)	make 1	Second	″
60 Seconds	" 1	Minute.	′
60 Minutes	" 1	Degree,	°

30 Degrees make 1 Sign of the heavens, s.
12 Signs, or (360°) " 1 Great circle of the heavens.

NOTE.—This table is used in measuring circles; all of which, whether great or small, are supposed to be divided into 360 equal parts.

Addition of the Measure of Circular Motion.

s	°	′	″	‴	s.	°	′	″	‴
1. 6	22	51	44	56	2. 30	13	53	59	6
7	27	36	37	47	17	16	19	35	59
10	16	17	27	4	8	5	5	7	7
5	7	8	9	19	6	17	24	6	45

30 - 13 - 53 - 59 - 6 Ans.

3. Add s. 6 - 28 - 52 - 36 - 45;—s. 8 - 14 - 42 - 31 - 6;—s. 4 - 14 - 44 - 55 - 33;—s. 9 - 21 - 55 - 55 - 55;—s. 10 - 19 19 - 19 - 49, into one sum.

Subtraction of the Measure of Circular Motion.

1.	s. 8 - 19 - 45	2. 24°- 35 - 42
	5 - 22 - 56	19 - 18 - 16

3. The moon goes round the earth 360°, in 29½ days about; her daily motion is 13° - 10 - 35; what is left of her journey after traveling four natural days?

Multiplication of the Measure of Circular Motion.

1. s. 3 - 27 - 35 - 51× 6= 2. s. 9 - 23 - 45 - 54× 9=
3. s. 6 - 5 - 19 - 39×11= 4. s. 4 - 24 - 24 - 25×12=

Division of the Measure of Circular Motion.

1. 3 s. 27 - 35 - 51÷ 6 2. 9 s. 23 - 45 - 54÷ 9=
3. 6 s. 5 - 19 - 39÷11 4. 4 s. 24 - 24 - 24÷12=

(Lesson 60.) GRAMMAR.

Exercises in Parsing.

RULE 11. Relative pronouns must agree with the nouns to which they relate in *person*, *number*, and *gender*; as, the boy who reads with you, speaks well.

In this example, who, is a relative pronoun, referring back to the noun, boy, for its antecedent, and agreeing with it in person, number, and gender, rule 11, *and it is the subject of the verb, reads.*

Mary, whom you teach, loves her book. The man who rode with you, is a friend. Those whom we love, your friends love. The things which are sinful, do not. Who reads this lesson? Which of you will read? Where is the book which Joseph gave you? What is your name? Whom sees he? Whom did he marry? What wants he? Whom love you? Which book is yours? Which is hers? Whose pen is this? Who loves his book? What have they done?

(Lesson 61.) SPELLING.

cud dle	*kŭd'dl*	cur lew	*kŭr'lū*
cud gel	*kŭd'jĭl*	cur rant	*kŭr'rĕnt*
cul dees	*kŭl'dēze*	cur rish	*kŭr'rĭsh*
cul ler	*kŭl'lŭr*	cur ry	*kŭr'rē*
cull ion	*kŭl'yŭn*	cur ship	*kŭr'shĭp*
cul ly	*kŭl'lē*	curst ness	*kŭrst'nĕs*
cul prit	*kŭl'prĭt*	cur tain	*kŭr'tĭn*
cul ter	*kŭl'tŭr*	curt sy	*kŭrt'sē*
cul ture	*kŭl'tshŭre*	cus tom	*kŭs'tŭm*
cul ver	*kŭl'vŭr*	cus trel	*kŭs'trĕl*
cum ber	*kŭm'bŭr*	cut lass	*kŭt'lăs*
cum brous	*kŭm'brŭs*	cut ler	*kŭt'lĕr*
cum frey	*kŭm'frē*	cut ter	*kŭt'tŭr*
cum in	*kŭm'mĭn*	cut throat	*kŭt't'hrōte*
cun ning	*kŭn'nĭng*	cut ting	*kŭt'tĭng*
cup board	*kŭp'bŭrd*	cyg net	*sĭg'nĕt*
cup per	*kŭp'pŭr*	cym bal	*sĭm'băl*
curd le	*kŭrd'dl*	cyn ick	*sĭn'ĭk*
curd y	*kŭrd'dē*	cys tis	*sĭs'tĭs*
cur few	*kŭr'fū*	cys tick	*sĭs'tĭk*

(Lesson 62.) READING.

The Snail.

To grass, or leaf, or fruit, or wall,
The Snail sticks close, nor fears a fall,
As if he grew there, house and all
Together.

Within that house, secure he hides,
When danger imminent, betides
Of storm, or other harm besides
Of weather.

Give but his horns the slightest touch,
His self-collecting power is such,
He shrinks into his house with much
Displeasure.

Where'er he dwells, he lives alone;
Except himself has chattles none,
Well satisfi'd to be his own
Whole treasure.

Thus, hermit-like, his life he leads;
Nor partner of his banquet needs;
And if he meets one, only feeds
The faster.

Who seeks him must be worse than blind,
(He, and his house, are so combin'd,)
If, finding it, he fails to find
Its master.

Lesson 63.) ARITHMETIC.

Exercises in Addition of compound terms.

1. A. sold six pieces of cloth; the 1st contained 57 yds. 2 qrs.; the 2d, 29 yds. 3 qrs. 2 na.; the 3d, 46 yds. 1 qr.; the 4th, 32 yds. 3 qrs. 1 na., and each of the other two, 38 yds. 2 qrs.; find the amount of all the pieces. *Ans.* 243 yds. 1 qr. 3 na.

2. B. owed £17 – 16 – 4 – 2 to one man; £132 – 19 – 1 – 3 to another; and £765 – 13 – 9 – 1 to a third; how much did he owe in all? *Ans.* £976 – 9 – 3 – 2.

3. C. has 3 farms, the first has 142 a. 2 ro.; the 2d, 32 a. 3 ro. 12 po.; and the 3d, 108 a. 3 ro. 18 po.; what is the amount of the whole? *Ans.* 284 a. 0 ro. 30 po.

4. D. was born in Boston, lived there 18 y. 0 m. 3 w.; went to Hartford in 2 days, and lived there 3 y. 6 mo.; went in 1 day to New-Haven, lived there 1 y. 2 mo. 3 w.; he then moved to Albany in 5 days, lived there 12 y. 0 m. 2 w. 6 d. What was his age, 3 weeks and 3 days after?

Ans. 34 y. 11 mo. 1 w. 1d.

5. E. bought 3 hhds. sugar, No. 1, 9 cwt. 2 – 18; No. 2, 8 cwt. 2 – 12; No. 3, 7 cwt. 2 – 19. What is the amount?

Ans. 25 cwt. 3 – 21.

6. F. has 5 granaries; in 3 he has 756 bu. 2 p. 6 q. 1 pt.; in the other 2, 854 bu. 0 p. 5 q. What is the amount of all?

Ans. 1610 bu. 3 p. 3 q. 1 pt.

7. G. went in one day 27 m. 2 f.; the next, 32 m. 7 f.; the third, 19 m. 7 f. 16 p.; and in the fourth, 15 m. 5 f. 32 p. How far did he travel? *Ans.* 95 m. 6 f. 8 p.

(Lesson 64.) GRAMMAR.

Exercises in Parsing.

RULE 12. The Relative Pronoun is the subject of the verb, when no subject comes between it and the verb; as, the man, who teaches you, pleases your parents.

In this example, who is a relative pronoun, agreeing with its antecedent, man, in the third person, singular number, masculine gender, agreeably to rule 11, *and is the subject of the verb teaches, rule* 12, *for no subject comes between it and the verb.*

The girl who wrote that copy, is absent. The moon which rose last night, round as my shield, had not yet filled her horns. The tree which bore this fruit, bears no more. The per that is lost, was mine. The house that was burnt was his.

OBS. *When a subject does come between the relative and the verb, then the relative is in the possessive case, and is governed by the thing possessed; or it is in the objective case, and governed by a transitive verb, a present participle, or a preposition;* as, the friends whom she loves, they respect.

Here, whom, is a relative pronoun, agreeing with its ante-

cedent, friends, in person, number, and gender, rule 11, *and the object of the transitive verb loves, rule* 3, *because the pronoun, she, comes between it and the verb, rule* 12.

He whom you saw, walked off. The man whose house was burnt, built another. He who made me, whose I am, and whom I serve, will keep me.

Questions on 20th Chapter.

Reading Exercises.

LESSON 2.

1. What the 1st rule for reading verse?
2. Explain the application in the 1st example.
3. The 2d rule for reading verse?
4. Explain by the example.
5. What the 1st observation?
6. How is it illustrated?
7. What the 2d observation?
8. What the 3d rule for reading verse?
9. How illustrated?
10. Is prose or poetry the most difficult to read?
11. Which the most readily understood?

Arithmetical Exercises.

LESSON 3.

1. The terms in troy weight?
2. What of the rule, &c. for addition?
3. What of subtraction of troy weight?
4. How is it illustrated?

NOTE.—The scholar will repeat the rule in each case. (See sterling money.)

LESSON 7.

1. Of multiplication of troy weight?
2. What the observation, &c.?
3. How recitations conducted?

LESSON 11.

1. The parts of avoirdupois weight?
2. Of the addition of this weight?
3. Of the subtraction of this weight?

LESSON 15.

1. The multiplication of avoirdupois weight?
2. The division of this weight?
3. The observation subjoined?

LESSON 19.

1. Terms in apothecaries' weight
2. Rule for adding in this weight
3. Rule for subtracting in this weight?

LESSON 23.

1. Rule for multiplying apothecaries' weight?
2. Rule for dividing in this weight?
3. What the object of this weight?

LESSON 27.

1. What the parts in cloth measure?
2. Rule for addition in this measure?
3. Rule for subtraction?
4. Rule for multiplication?
5. Rule for division, &c.?

LESSON 31.

1. The parts in long measure?
2. The object of this measure?
3. The other terms applied?
4. Rule for adding those terms?
5. Rule for subtracting them?
6. Rule for multiplying (35th lesson)?
7. Rule for division (ditto)?

LESSON 39.

1. The terms in land measure?
2. The use of this measure?
3. Rule for adding those terms?
4. Rule for subtracting ditto?
5. Rule for multiplying ditto?
6. Rule for dividing ditto?

LESSON 43.

1. The terms in cubic measure?
2. The use of this measure?
3. What the rule for adding?
4. What the rule for subtracting?
5. What the rule for multiplying?
6. What the rule for dividing?

LESSON 47.

1. What the terms in liquid measure?
2. The use of this measure?
3. Rule for adding this measure?
4. Rule for subtracting, &c.?
5. Rule for multiplying, &c.?
6. Rule for dividing, &c.?

LESSON 51.

1. The terms in dry measure?
2. The use of this measure?
3. The rule for adding, &c.?
4. The rule for subtracting, &c.?
5. The rule for multiplying?

6. The rule for dividing?

LESSON 55.

1. Terms in the measure of time?
2. What of the lunar months
3. Rule for adding these terms?
4. Rule for subtracting, &c.?
5. Rule for multiplying, &c.?
6. Rule for dividing, &c.?

LESSON 59.

1. The terms in circular measure?
2. The use of this measure?
3. The rule for adding the terms?
4. The rule for subtracting them?
5. The rule for multiplying them?
6. The rule for dividing them?

Grammatical Exercises.

LESSON 4.

1. What is the 5th rule of syntax?
2. How is it illustrated?
3. What of the participle?
4. The present participle?
5. What of double office?
6. What of the past participle?
7. The compound participle?
8. What of the observation?

LESSON 8.

1. What of the article, &c.?
2. How distinguished?
3. How respectively placed?
4. Rule 6th of syntax?
5. How is it illustrated?
6. What the 1st observation?
7. What the 2d observation?

LESSON 12.

1. What of the adjective?
2. What its comparisons?
3. What the positive state?
4. What the comparative do.?
5. What the superlative do.?
6. The adverbs, more, &c.?
7. Illustrate by the examples?
8. What of the note, &c.?

LESSON 16.

1. What of the 7th rule of syntax?
2. What of the example, &c.?
3. The 1st observation? The 2d observation?
4. What the 3d observation?

LESSON 20.

1. What the 8th rule of syntax?
2. What the example, &c.?
3. What of the note, &c.?
4. What of the observation?

LESSON 24.

1. What of government in grammar?
2. Hence, what is said?
3. What is said of method, &c.
4. What are the examples, &c.

LESSON 28.

1. What a pronoun and its object?
2. How is its use illustrated?
3. What are their powers, &c.?
4. How are they divided?

LESSON 32.

1. How many, and what personal pronouns?
2. What used in solemn, &c. style?
3. How many persons have pronouns?
4. What of the 2d note?
5. What of the observation?
6. What of the 3d note?

LESSON 36.

1. What of the adjective pronoun?
2. How many kinds are there?
3. Describe the possessive.
4. How used by the Friends, &c.?
5. Describe the distributive?
6. What are they?

LESSON 40.

1. The demonstrative adjective pronoun?
2. Which of them have case?
3. The indefinite adjective pronouns?
4. What the observation?

LESSON 44.

1. What the 9th rule of syntax?
2. How is it illustrated?
3. What of the observation?

LESSON 48.

1. What the 10th rule of syntax?
2. How is it illustrated?
3. What of the observation?

LESSON 56.

1. What is a relative pronoun?
2. How many, and what?
3. Which of them has case?
4. The interrogative pronouns?
5. The relation of who and which?
6. What of which and that?
7. What of the note?

LESSON 60.

1. What the 11th rule of syntax?
2. How is it illustrated?

LESSON 64.

1. What the 12th rule of syntax?
2. How is it illustrated?
3. What of the observation?

CHAPTER XXI.

(Lesson 1.) SPELLING.

Words of two syllables, accented on the first; vowels short.

dab ble	*dăb'bl*	dead ness	*dĕd'nĕs*
dab bler	*dăb'lŭr*	deaf en	*dĕf'ĕn*
dae tyl	*dăk'tĭl*	deaf ly	*dĕf'lē*
dad dy	*dăd'dē*	deaf ness	*dĕf'nĕs*
dag ger	*dăg'ŭr*	death like	*dĕt'h'lĭke*
dag gle	*dăg'gl*	debt ed	*dĕt'ĕd*
dal ly	*dăl'lē*	debt or	*dĕt'ŭr*
dam age	*dăm'ĭdje*	dec ade	*dĕk'ād*
dam ask	*dăm'ŭsk*	deck er	*dĕk'ŭr*
damp y	*dămp'ē*	del ver	*dĕl'vŭr*
dam sel	*dăm'zĕl*	del uge	*dĕl'ūje*
dam son	*dăm'zn*	dem i	*dĕm'ē*
danc er	*dăns'ŭr*	des cant	*dĕs'kănt*
dan druff	*dăn'drŭf*	des sert	*dĕz'zĕrt*
dan gle	*dăn'gl*	dev il	*dĕv'vl*
dap per	*dăp'pŭr*	dex ter	*dĕks'tĕr*
dap ple	*dăp'pl*	dex tral	*dĕks'trăl*
dead en	*dĕd'dn*	dib ble	*dĭb'bl*
dead lift	*dĕd'lĭft*	dic tate	*dĭk'tāte*
dead ly	*dĕd'lē*		

(Lesson 2.) READING.

Dialogues on common things, between a Mother and her two Daughters.

Mary. Hark\! mamma\! how *loud* the *wind* roars', and how *roughly* the *rain* beats against the window\!

Ma. The storm *is* high', indeed', my child\; it shakes the *house*\!

Mary. Does it not make you feel *gloomy'?*

Ma. Why', until you spoke', I did not *think* of the weather\.

Mary. Indeed', mamma'! how shall I account for that\?

Ma. My *thoughts* were fixed on more *agreeable* subjects\; and I was so wholly absorbed in them', that I did not *observe* the storm\.

Mary. You are *always* so happy', you can't *amuse* yourself at *pleasure*\; and no unpleasant feelings reach your mind\.

Ma. And cannot *you* amuse yourself too'? I dare say your *sister* can help you to a *subject*\, if you wish'.

Jane. I was thinking', how many poor creatures are now exposed to this heavy wind\ and rain', and how comfortably *we* are seated around a good fire', and beyond the reach of *both*\.

Ma. The *subject'*, Mary', is a *good* one\. It is *right* to compare our *own* state with the state of *others'*, and determine the measure of our *own* enjoyments\. It will tend to make us *thankful* for the blessings we receive', and open our hearts and hands to the *wants* of the needy\.

(Lesson 3.) ARITHMETIC.

Exercises in Subtraction of Compound Terms.

1. A. bought b. 368 – 3 – 5 of wheat for £125 – 13 – 6 – 2, and sold b. 188 – 2 – 6 for £91 – 1 – 11 – 3, what has he left, and what has it cost him? *Ans.* b. 180 – 0 – 7, and £34 – 11 – 6 – 3.

2. B. had lb. 34 – 9 – 10 of gold, and gave to his sons, lb. 19 – 0 – 15 – 10, what had he left for his daughters?

Ans. lb. 15 – 8 – 14 – 14.

3. D. had y. 134 – 3 qrs. of cloth, and sold y. 95 – 3 – 2, how much had he left? *Ans.* y. 38 – 3 – 2.

4. E. had a. 500 – 1 rood of land, and gave his oldest son, a. 150 – r. 3 po. 25, what had he left? *Ans.* a. 349 – 1 – 15.

5. F. went an apprentice for 7 years, and has served y. 3, m. 5; how long has he to stay? *Ans.* y. 3 m. 7.

6. G. had grain, b. 283, cost £50 – 1 – 9; he sold b. 152 for £32 – 3 – 11; how much grain has he left, and what has it cost him?

Ans. b. 131, and £17 – 17 – 10.

7. H. bought wine, gal. 154 – 2 of A. 161 – 1 – 1 of B., and sold g. 39 – 2 – 1 to C. and g. 100 – 3 – 0 to D.; what had he left?

Ans. gal. 175 – 2.

8. K. walked 2 days on the road from Utica to Albany, m. 37 – 1 – 15 the first day, and m. 38 – 3 – 31 the next; the whole distance is m. 96 – 6, how far has he to walk? *Ans.* m. 21 – 0 – 34.

(Lesson 4.) GRAMMAR.

Exercises in Parsing.

OBS. 1. *Who, as a relative, is applied to persons only, unless in the possessive case; then it may apply to things.*

Which, as a relative, is applied to the brute creation, and to inanimate objects.

That, as a relative, may be applied either to persons or things, when it becomes necessary to avoid the repetition of who, or which.

As, when used in connexion after such, takes the place of a relative pronoun, in preference to who, which, or that.

What, in some of its relations, possesses powers and properties which cannot be given to any other word. It often becomes the subject of two verbs, or the subject and object of the same verb. It generally has the meaning of that which, or those which.

The man who rode the horse which was lame, called on the magistrate. The man that followed him, rode a horse that was blind, and whose ears were cropped. The horse which John rode, belongs to our neighbour, who owns many others, which he keeps for hire. Mary likes such fruit as is sweet. Joseph buys such horses as will work. The teacher likes such pupils as will improve. James loves what Moses hates. What is what

among them. What pleases you, may please many. Give him what belongs to him.

(Lesson 5.) SPELLING.

dif fer	*dĭf′fŭr*	ditch er	*dĭtsh′ŭr*
dig ger	*dĭg′gŭr*	dit ty	*dĭt′tē*
dig it	*dĭd′jĭt*	diz zard	*dĭz′zŭrd*
dim ly	*dĭm′lē*	diz zy	*dĭz′zē*
dim ness	*dĭm′nĕs*	do cil	*dŏs′sĭl*
dim ple	*dĭm′pl*	dock et	*dŏk′ĭt*
dim ply	*dĭm′plē*	doc trine	*dŏk′trĭn*
din gle	*dĭn′gl*	dog days	*dŏg′dāze*
din ner	*dĭn′nŭr*	dog fly	*dŏg′flī*
dip per	*dĭp′pŭr*	dog rose	*dŏg′rōze*
dip tick	*dĭp′tĭk*	dog wood	*dŏg′wo͝od*
dirt pie	*dŭrt′pī*	dol lar	*dŏl′lŭr*
dis count	*dĭs′ko͝unt*	dol phin	*dŏl′fĭn*
dis mal	*dĭz′măl*	dor ick	*dŏr′ĭk*
dis taff	*dĭs′tăf*	doub le	*dŭb′bl*
dis tance	*dĭs′tănse*	doub let	*dŭb′lĕt*
dis tich	*dĭs′tĭk*	doub ly	*dŭb′blē*
dis trict	*dĭs′trĭkt*	dove cot	*dŭv′kŏt*

(Lesson 6.) READING.

Dialogues, &c.—The Pleasures of the Seasons.

Mary. Well, after all that is said', *summer* is much more *pleasant* than *winter*. What delightful walks! What sweet flowers! What lovely fruit! Even the *poor* can be happy then'.

Ma. Summer has', indeed', many charms; and we ought to look back with cheerful gratitude on the *blessings* it brought us; yet *that* should not make us unmindful of the pleasures of the *present* season.

Mary. Pray, what *are* the *pleasures* of the *present* season? I do not see that *winter* has *any* pleasures.

Ma. What think you', my child', of the bright *fire* by which you sit; the long, social *evenings'*, passed with books, with work, and with useful chat? What think you of an hour or two with your father, on the dry, frozen pond', seeing your brothers skate', and looking at the beautiful frost work which encrusts', in a *thousand* forms', the whole face of nature?

Mary. *That* is pleasure indeed; I like that very much.

Jane. Then the merry *Christmas* sports, the evening party', and the circling tale; then', *too'*, the pleasure of giving comfort to the *poor*; of *working* for them; and of sharing with them a part of our good things.

Mary. But *these* we cannot always have; for *storms* come and stop our sport', and shut us up in the house.

Ma. Do not storms come in the *summer* also'? Does it not often thunder and rain, and stop your rambles'?

Mary. Indeed they do, Ma. Last year there came a fright-

ful storm', just as our *hay* was going to the barn', and stopped all our plans.

(Lesson 7.) ARITHMETIC.

Exercises in Multiplication of compound terms.

1. A. bought lb.63 of coffee at s.2 - 2d. a lb; What is the value? *Ans.* £6 - 16 - 6.
2. B. sold lb.106 sugar, at s1 - 3 - 1 a lb. to what did it come? *Ans.* £6 - 14 - 8 - 2.
3. C. is 8 years old; each year has 52w. 1d. 6h. how many weeks has he lived? *Ans.* 417w. 3 days.
4. D. travels m.32 - 4 - 16 a day for 17 days; what is the distance? *Ans.* m.553 - 2 - 32
5. E. sold bls. 45 cider, each g.31 - 2; find the gallons in the whole. *Ans.* g.1417 - 2.
6. F. bo't. 27 pieces cloth, each y.19 - 3 - 1; what was the whole? *Ans.* y.534 - 3 - 3.
7. G. bo't. 12 cords of wood at $5.25 a cord; to what did it amount? *Ans.* $63.
8. H. sold lb.132 of cheese, at s.1 3d. a lb. to what did it amount? *Ans.* £8 - 5.
9. K's income is $9.10 a day, to what does it amount in one year? *Ans.* 3321.50.

(Lesson 8.) GRAMMAR.

Of Conjunctions.

Conjunctions are a part of speech used principally to connect words and sentences.

They are of two kinds; the *Copulative* conjunction, and the *Disjunctive* conjunction.

The copulative conjunction, connects words into one subject, or one object; as, Mary and Jane write letters to their parents and friends.

It also connects two or more simple sentences or members, into one compound sentence; as, grass grows and water runs; and Providence directs both.

The copulative conjunctions are, *and, if, that, then, since, for both, because, therefore, further, besides, wherefore.*

The disjunctive conjunction connects words into separate subjects, or objects, as, Mary or Jane writes letters to her parents or friends. It also connects and continues sentences, but it disjoins them in sense, or rather expresses an opposition of meaning in different degrees; as, Mary is handsome, though she is not rich. The grass grows, or water runs; and Providence directs it.

The disjunctive conjunctions are, *but, or, nor, either, neither, whether, as, as well as, unless, yet, lest, except, though, notwithstanding, than.*

(Lesson 9.) SPELLING.

dove tail	*dŭv'tāle*	drudg er	*drŭdj'ŭr*
dox y	*dŏks'ē*	drug get	*drŭg'gĭt*
doz en	*dŏz'zn*	drunk ard	*drŭnk'ŭrd*
drag gle	*drăg'gl*	duc at	*dŭk'ĭt*
drag on	*drăg'ŭn*	duck ling	*dŭk'lĭng*
dram a	*drăm'mă*	duc tile	*dŭk'tĭl*
dread er	*drĕd'ŭr*	dul cet	*dŭl'sĕt*
dread ful	*drĕd'fŭl*	dul head	*dŭl'hĕd*
dread less	*drĕd'lĕs*	dul ly	*dŭl'lē*
dreg gy	*drĕg'gē*	dul ness	*dŭl'nĕs*
drench er	*drĕnsh'ŭr*	dumb ly	*dŭm'lē*
dress er	*drĕs'ŭr*	dumb ness	*dŭm'nĕs*
dress y	*drĕs'ē*	dun geon	*dŭn'jŭn*
drib ble	*drĭb'bl*	dun ner	*dŭn'nŭr*
drunk en	*drŭnk'kn*	dusk y	*dŭsk'ē*
drip ping	*drĭp'ĭng*	dust y	*dŭst'ē*
driv el	*drĭv'vl*	dutch ess	*dŭtsh'ĕs*
driv en	*drĭv'vn*	dutch y	*dŭtsh'ē*
driz zle	*drĭz'zl*	dwel ler	*dwĕl'lŭr*
driz zly	*drĭz'zlē*	dwin dle	*dwĭn'dl*
drop sy	*drŏp'sē*	ear ly	*ĕr'lē*
dross y	*drŏs'ē*	ear nest	*ĕr'nĕst*

(Lesson 10.) READING.

Dialogues, &c.—Preparatory Conversation.

Mary. But what can we do', with this long and tedious hour\? It is *too dark* to work or read', and *too early* for candles\; and *play* soon tires\.

Jane. I know what would make the long hour pass *delightfully*\.

Mary. Do tell me', Jane', what you mean\. Do you want mamma to tell us such another story as that of Felix'? *That* would be charming\. Come', mamma', do oblige us\.

Ma. Are you not growing *too old'*, my children', for such stories'? Can we not find some *better* employment'? Something that will *inform* and *expand* the mind', as well as *amuse* it'?

Jane. To gain *knowledge'*, gives me delight\; and to learn how I may *apply* it and become *useful'*, is my greatest desire\.

Mary. Well', then', mother', pray *begin*\. I do not *mind* what it is you say', if you will only *talk* to us\.

Ma. But here come the *tea* and *candles*\; these will give us *something* to do for a *while* at *least*\.

Mary. A pest take the candles\; why did they come so *soon*\?

Ma. Why you *wished* for them a few minutes since', my child'\; why do you seem *vexed*\?

Mary. Yes\, mamma\, I did\, but'—then'—then'—I'—I'.

Ma. You had *nothing* to do\; now your mind is *engaged'*, you no longer want them\.

Mary. Then shall we have *no* chat, mamma'?

Ma. Do not look so *doleful* about it; come to the *table*, my child; we will drink tea, and perhaps something will occur that will serve to instruct us.

(Lesson 11.) ARITHMETIC.

Exercises in the Division of Compound Terms.

1. A. bought 24 yards of cloth, for $47.875; what was it a yard? *Ans.* $1.994+

2. B. sold 4 cwt. sugar for £18 - 17 - 6; what is the price of 1 cwt? *Ans.* £4 - 14 - 4 - 2

3. C. bought 1000 gallons of wine for £567 - 18 - 9 - 2; what is 1 gallon? *Ans.* £0 - 11 - 4¼+

4. D. divided g150 - 2 - 1, among 89 men; what had each? *Ans.* g1 - 2 - 1+

5. E. bought 63 cords of wood for $125; what was one cord? *Ans.* $1.984.

6. F. divided c9 - 1 - 25 of sugar among 19; what had each? *Ans.* c0 - 1 - 18+

7. G. sold his farm of 300 acres for $3875.50; what was that an acre? *Ans.* $12.91833+

8. H. bought b.420 - 3 - 2 of 16 different men; what had he of each? *Ans.* b26 - 1 - 1+

(Lesson 12.) GRAMMAR.

Exercises in Parsing.

RULE 13. Nouns or pronouns connected by a conjunction expressed or implied, must always be in the same case; as, James and Moses study daily. In this example,

James is a noun proper, third person, singular number, masculine gender, and one of the subjects of the verb study; and, is a copulative conjunction connecting the nouns James and Moses in the same case, rule 13. *Moses is a noun proper, third person, singular number, masculine gender, and the other subject of the verb study. Study is an intransitive verb, third person, plural number, and agrees with its two subjects James and Moses, rule* 1; *daily is an adverb of time, modifying the verb study, rule* 8.

This boy improves hourly in his studies and manners. Between him and duty there is no strife. He devotes his days and nights to study and exercise. The one improves his mind, the other, his body. He lives in a house beyond the brook, on a small lot near the side of the hill, next to the grove of oaks. Jane and Mary write at their desks with pens on fine paper. Joseph walks with a cane, on the bridge, over the river which runs by the city. Time and tide wait for no man.

OBS. *The words, worth and like, when attached to a foregoing noun, govern the objective case;* as, she sings like him, and plays like him, but writes like herself. She is not like him, for she is worth him and all his family.

(Lesson 13.) SPELLING.

earth en	*ĕr'th'n*	en sign	*ĕn'sīne*
earth ly	*ĕrt'h'lē*	en trails	*ĕn'trālz*
earth y	*ĕrt'h'ē*	en trance	*ĕn'trănse*
eb on	*ĕb'ŭn*	en try	*ĕn'trē*
ech o	*ĕk'kō*	en voy	*ĕn'vòō*
ec logue	*ĕk'lŏg*	en vy	*ĕn'vē*
ed der	*ĕd'd'ŭr*	ep ick	*ĕp'ĭk*
ed dy	*ĕd'dē*	er mine	*ĕr'mĭn*
edg ed	*ĕdj'ĕd*	er rand	*ĕr'rănd*
edg ing	*ĕdj'ĭng*	er rour	*ĕr'rŭr*
edg less	*ĕdj'lĕs*	es cort	*ĕs'kòrt*
edg tool	*ĕdj'tòòl*	es say	*ĕs'sā*
edg wise	*ĕdj'wīze*	es sence	*ĕs'sĕnse*
el bow	*ĕl'bō*	etch ing	*ĕtsh'ĭng*
el der	*ĕl'd'ŭr*	eth icks	*ĕt'h'ĭks*
em bers	*ĕm'bŭrz*	ev er	*ĕv'ŭr*
em met	*ĕm'mĭt*	fab rick	*făb'rĭk*
em press	*ĕm'prĕs*	fac tion	*făk'shŭn*
emp ty	*ĕm'tē*	fac tious	*făk'shŭs*
end less	*ĕnd'lĕs*	fac tor	*făk'tŭr*
en gine	*ĕn'jĭn*	fac ture	*făk'tshŭre*

(Lesson 14.) READING.

Dialogues, &c.—Making Bread, &c.

Jane. Mother′, I have been looking at the bread\; I can not but admire how white it is!

Mary. Who would suppose it came from the dry, brown stalk, which we saw cut down last summer\!

Ma. And yet the process through which grain passes into bread′, is much more simple than that by which the general productions of the earth are made useful to man\.

Jane. Nothing can be more simple\. After the grain is cut down and dried′, it is bound in bundles′, and put into the barn\; and there it is thrashed with a flail′, when the grain separates from the chaff\.

Mary. We saw a man thrashing this morning′, at the farm house\. Papa bade us observe the flail\. Two sticks united by a leathern thong\. I tried to use it, but only hurt my hands\.

Ma. You had neither strength′ nor skill\, my child\; and without these′, little can be done at thrashing\.

Jane. Next comes winnowing\; by this operation, the dust and light grain are blown away from the heavy parts′, which are then left ready for the mill\.

Mary. The miller grinds it\, the cook kneads it\, the baker bakes it′, and we eat it\.

Ma. Not so fast\, my child\; the meal′, as it comes from the mill′, does not make such white bread as you are now eating′.

You forget that the bran′, which is the outer crust of the grain′, and which′, if allowed to remain with the meal′, would make the bread brown′, must be first taken from it by a fine gauze sieve′.

(Lesson 15.) ARITHMETIC.

Of Mixed Numbers.

In the foregoing operations of division, several small remainders have been left, which are called fractions. They are in fact a part of the dividend, and their value is determined by the divisor, which, in reference to the remainder, may be regarded as unity; for, as often as the divisor is had in the dividend, so often is unity placed in the quotient. Hence, remainders are fractional parts of unity, or one. They are expressed thus: $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{3}$, $\frac{5}{7}$, $\frac{1}{18}$, $\frac{3}{2}\frac{7}{5}$, $\frac{1}{4}\frac{3}{2}\frac{9}{5}$, &c. These are vulgar fractions, and when expressed with whole numbers, they are, unitedly, called mixed numbers, thus: $3\frac{1}{4}$, $4\frac{1}{2}$, $5\frac{2}{4}$, $11\frac{1}{4}$, $16\frac{7}{8}$, $1\frac{3}{8}\frac{7}{5}$. In vulgar fractions, the smaller or upper term is called the *Numerator*, and the lower term or larger, the *Denominator*.

They are read thus: $\frac{1}{4}$, one fourth; $\frac{1}{2}$, one half; $\frac{2}{4}$, two fourths; $\frac{1}{3}$, one third; $\frac{3}{5}$, three fifths; $16\frac{7}{9}$, sixteen and seven ninths, or $\frac{7}{9}$ less than 17.

(Lesson 16.) GRAMMAR.

Of the Interjection.

An Interjection is a part of speech used to express a feeling, an emotion, or a passion of the mind. There are several kinds of them and they consist generally of insulated words; as, oh! ah! alas! &c. They sometimes extend to some length, and are then called interjectional phrases; as, Oh! what matchless love!

Thy tomb, sweet robin, shall my bosom prove;
Lie here! She started! thought she felt it move!
'Twas true! the soft and snow white breast,
On which the robin lay at rest,
Wak'd it to life!

NOTE. Interjections appear to have little or no grammatical relations or connexion with the other parts of speech, except in one or two instances, it requires a certain case of the pronoun to follow.

Hence, in parsing an interjection, merely say it is an interjection, indicative of joy, or grief, or fear, &c. as the case may be.

(Lesson 17.) SPELLING.

fad dle	*făd′dl*	fen cer	*fĕn′sŭr*
fag ot	*făg′ŭt*	fen der	*fĕn′dŭr*
fal low	*făl′lō*	fen ny	*fĕn′nē*
fam ine	*făm′ĭn*	fer ret	*fĕr′rĭt*
fan cy	*făn′sē*	fer rule	*fĕr′rūl*
fan gle	*făn′gl*	fer ry	*fĕr′rē*
fang less	*făng′lĕs*	fer tile	*fĕr′tĭl*
	făn′tăzm	fer vour	*fĕr′vŭr*

fash ion	*făsh'ŭn*	fes ter	*fĕs'tŭr*
fas ten	*făs'sn*	fes tive	*fĕs'tĭv*
fast er	*făst'ŭr*	fetch er	*fĕtsh'ŭr*
fast ness	*făst'nĕs*	fet lock	*fĕt'lŏk*
fath om	*făt'h'ŭm*	fet ter	*fĕt'tŭr*
fat ly	*făt'lē*	fib ber	*fĭb'bŭr*
feath er	*fĕth'ŭr*	fick le	*fĭk'kl*
feb rile	*fĕb'rĭl*	fic tion	*fĭk'shŭn*
fel ler	*fĕl'lŭr*	fic tious	*fĭk'shŭs*
fel loe	*fĕl'lō*	fid dle	*fĭd'dl*
fel low	*fĕl'lō*	fid dler	*fĭd'dlŭr*
fel ly	*fĕl'lē*	fidg et	*fĭdj'ĭt*
fel on	*fĕl'ŭn*		

(Lesson 18.) READING.

The use of Flour, &c.

Mary. Flour affords us many comforts; bread, pies, puddings, paste to fix the gilded paper, starch to stiffen linen, biscuit for sailors, and cakes for little children.

Jane. Pray tell us, Mother, how starch is made?

Ma. The wheat is steeped in water until a floury, viscous sediment is drawn from it, which remains at the bottom. This sediment is cleansed, and well dried in an oven, which finishes the process. Starch can be made from the potatoe, and some other roots; but that made of wheat, is generally the best.

Jane. I have been told, that hair powder and wafers are also made of flour.

Ma. They are. Hair powder is nothing more than starch reduced to a fine powder, and perfumed with some delicate essence. But to make wafers of flour, requires the aid of yeast, and isinglass. These are mixed, coloured, rolled thin, cut in small round cakes, and spread on tin pans to dry.

Mary. Pray, Mamma, what is isinglass? You say it is used in wafers.

Ma. It is, and for many other purposes. You have eaten it in jellies, and blanc mange.

It is a substance formed from the sounds and intestines of fish. The process is simple: the sounds, &c. are cleansed from the sea water, and then put into lime water, which absorbs the oily parts. It is again cleansed, rolled into sticks, then dried, and pulled off ready for market.

(Lesson 19.) ARITHMETIC.

Addition of Mixed Numbers.

RULE. In fractions, add the numerators into one sum, and divide by the denominator; set the remainder under the column of fractions, and carry the quotient to the whole numbers.

1.		2.		3.	
	13 - $\frac{1}{4}$		3 - $\frac{2}{3}$		5 - $\frac{4}{8}$
	12 - $\frac{2}{4}$		16 - $\frac{2}{3}$		6 - $\frac{7}{8}$
	0 - $\frac{1}{4}$		13 - $\frac{1}{3}$		10 - $\frac{6}{8}$
	10 - $\frac{1}{4}$		10 - $\frac{2}{3}$		14 - $\frac{3}{8}$
Ans.	36 - $\frac{3}{4}$	*Ans.*	44 - $\frac{1}{3}$	*Ans.*	37 - $\frac{5}{8}$

OBS. *When* $\frac{1}{2}$, *one half, is used for* $\frac{2}{4}$, *two fourths, in the same column with fourths, it must be regarded as* $\frac{2}{4}$.

4.		5.		6.	
	3 - $\frac{3}{4}$		1 - $\frac{6}{7}$		10 - $\frac{8}{16}$
	2 - $\frac{2}{4}$		3 - $\frac{5}{7}$		12 - $\frac{6}{16}$
	4 - $\frac{1}{2}$		12 - $\frac{5}{7}$		3 - $\frac{7}{16}$
	5 - $\frac{1}{2}$		13 - $\frac{3}{7}$		6 - $\frac{12}{16}$
Ans.	16 - $\frac{1}{4}$	*Ans.*	31 - $\frac{5}{7}$	*Ans.*	34 - $\frac{3}{16}$

(Lesson 20.) GRAMMAR.

Exercises in Parsing.

RULE 14. When nouns, or pronouns, of the singular number, are connected by a copulative conjunction, expressed or implied, then the verbs, nouns, and pronouns, which follow in connexion, must be in the plural number.

Thus: Jane and Mary, who love their parents, are obedient girls. Wheat and barley grow in the middle states of the Union. They both find a market in our sea-ports, on the coast.

OBS. 1. *When a distributive adjective pronoun is attached to each subject, then the verbs, nouns, and pronouns, in connexion, must be in the singular number.*

As: Every man and every boy was at work. Every day and each hour brings the living nearer the dead.

OBS. 2. *When nouns or pronouns of the singular number are connected by a disjunctive conjunction, expressed or implied, then the verbs, nouns, and pronouns, in connexion, must be in the singular number.*

As: Jane or Mary, who loves her parents, is an obedient girl. Wheat or barley grows in yonder field; it is ripe and fit to cut. John or James, who owns the field, is the reaper; by the sweat of his brow he earns his bread.

(Lesson 21.) SPELLING.

fifth ly	*fifth'lē*	fit ly	*fit'lē*
fif ty	*fif'tē*	fit ness	*fit'nĕs*
fil bert	*fil'bŭrt*	fit ter	*fit'tŭr*
fil cher	*fil'shŭr*	fix ture	*fiks'tshūre*
fil ial	*fil'yăl*	fix ure	*fik'shūre*
fil ler	*fil'lŭr*	flab by	*flăb'bē*
fil let	*fil'lĭt*	flac cid	*flăk'sĭd*
fil ly	*fil'lē*	flag gy	*flăg'gē*
fil ter	*fil'tŭr*	flag on	*flăg'ŏn*

fil thy	*fil'th'hē*	flag staff	*flăg'stăf*
fin ger	*fin'gŭr*	flam beau	*flăm'bō*
fin less	*fin'lĕs*	flank er	*flănk'ŭr*
fin ny	*fin'nē*	flash er	*flăsh'ŭr*
fir kin	*fĕr'kin*	flash y	*flăsh'ē*
firm ly	*fĕrm'lē*	flat ness	*flăt'nĕs*
firm ness	*fĕrm'nĕs*	flat ten	*flăt'tn*
first fruit	*fŭrst'frôôt*	flat ter	*flăt'tŭr*
fis cal	*fis'kal*	flat wise	*flăt'wize*
fish er	*fish'ŭr*	flax en	*flăk'sn*
fish meal	*fish'mēle*	flesh less	*flĕsh'lĕs*
fish y	*fish'ē*	flesh ly	*flĕsh'lē*
fis sure	*fish'shŭre*	flesh y	*flĕsh'ē*

(Lesson 22.) READING.

Dialogue, &c.—Spermaceti, &c.

Mary. Oh! mamma, how very filthy! the *intestines of fish!* I shall *never* like *jelly* again.

Ma. My child, make no rash resolves, lest you find yourself unable to keep them. There are many things besides isinglass that are drawn from substances not less unpleasant than the sounds of fish. What do you think of the spermaceti which you ate so eagerly last winter to ease your cough?

Mary. Mixed with sugar candy, mamma, it was quite good; besides, it was white and perfectly clean.

Jane. And yet I fancy, sister, you would turn up your nose a little at the idea of eating the brains of a whale.

Mary. To be sure I should: Why do you laugh, Jane?

Jane. Because I have read in some book that the spermaceti is made of the brains of that fish.

Ma. You are right, Jane; and the Laplanders think it hard if each man of them cannot get a pint or two of it to drink every day! It has been found that human flesh, exposed for some time to running water, turns to a substance similar to that of spermaceti.

Mary. Oh! mamma, how disgusting! who could think of drinking a pint of the brains of a whale! How shocking!

Ma. Spermaceti has other uses besides those of a medicinal nature; it is used in lamps, and made into candles; these are thought next best to wax candles. Spermaceti has become an article of immense trade; the whole fortune of some men lies in that commodity.

(Lesson 23.) ARITHMETIC.

Subtraction of mixed numbers.

RULE. Place the given terms as in whole numbers, borrow when necessary, and carry for the number that equals the denominator.

1. $16\frac{3}{4}—7\frac{2}{4}=9\frac{1}{4}$ *Ans.*
2. $16\frac{2}{4}—7\frac{3}{4}=8\frac{3}{4}$ *Ans.*
3. $32\frac{1}{3}—26\frac{2}{3}=5\frac{2}{3}$ *Ans.*
4. $12\frac{2}{5}—5\frac{3}{5}=$
5. $42\frac{5}{7}—31\frac{7}{7}=$
6. $35\frac{2}{3}—13\frac{1}{3}\frac{2}{8}=$
7. $15\frac{1}{9}\frac{5}{9}—7\frac{1}{9}\frac{6}{9}=$
8. $162\frac{1}{1}\frac{7}{0}\frac{7}{0}—99\frac{1}{1}\frac{7}{0}\frac{5}{0}=$
9. $267\frac{1}{3}\frac{0}{1}\frac{8}{2}—190\frac{1}{3}\frac{6}{1}\frac{2}{2}=$

$9\frac{1}{4}+7\frac{2}{4}=16\frac{3}{4}$ *Proof.*
$8\frac{3}{4}+7\frac{3}{4}=16\frac{2}{4}$ *Proof.*
$5\frac{1}{3}+26\frac{2}{3}=32\frac{1}{3}$ *Proof.*

(Lesson 24.) GRAMMAR.

Exercises in parsing.

RULE 15. When nouns or pronouns are used in apposition, then they must be put in the same case; as, pride, the vice of fools, destroyed his prospects. In this example, *pride, is a noun common, third person, singular number, made masculine gender, by way of figure, and the subject of the verb destroyed; the, is a definite article, referring to the noun vice, in limitation; vice, is a noun common, third person, singular number, figuratively masculine gender, and the subject of the verb destroyed; in apposition to the noun pride, rule* 13; *of, is a preposition, referring to the noun fools; fools, is a noun common, third person, singular number, of one or the other gender, and in the objective case, after the preposition of, rule* 8*th; destroyed is a transitive verb,* 3*d person, singular number, and agrees with its subject pride, rule* 1; *his, is an adjective pronoun, referring to the noun prospects, in possession, rule* 9; *prospects, is a noun common, third person, singular number, of neither gender, and the object of the transitive verb destroyed, rule* 3.

Hope, the charmer, lingers still behind. Clinton, the governor, lives near the capitol. Honour your parents, them that protected you. Mary has two brothers, James and John, them that were here last week. The butterfly, child of summer, flutters in the sun beams. Every leaf, twig, and drop of water, teems with life. Every man and mother's son is at work.

(Lesson 25.) SPELLING.

flex ion	*flĕk'shŭn*	frank ly	*frănk'lē*
flex or	*flĕks'ŭr*	fran tic	*frăn'tĭk*
flex ure	*flĕks'shūre*	frec kle	*frĕk'kl*
flick er	*flĭk'ŭr*	freck ly	*frĕk'klē*
flim sy	*flĭm'zē*	frea zy	*frēn'zē*
flinch er	*flĭnsh'ŭr*	fres co	*frĕs'kō*
fling er	*flĭng'ŭr*	fresh en	*frĕsh'shn*
flin ty	*flĭn'tē*	fresh ly	*frĕsh'lē*
flood gate	*flŭd'gāte*	fresh ness	*frĕsh'nĕs*
flour ish	*flŭr'ĭsh*	fret ty	*frĕt'tē*
flur ry	*flŭr'rē*	frib ble	*frĭb'bl*
flus ter	*flŭs'tŭr*	fric tion	*frĭk'shŭn*
flut ter	*flŭt'tŭr*	friend less	*frĕnd'lĕs*

flux ion	*flŭk'shŭn*	fiend ly	*frēnd'lē*
fod der	*fŏd'dŭr*	frig ate	*frĭg'ăt*
fog gy	*fŏg'gē*	frig id	*frĭdj'ĭd*
fol low	*fŏl'lō*	frisk er	*frĭsk'ŭr*
fol ly	*fŏl'lē*	frisk y	*frĭsk'ē*
fond dle	*fŏn'dl*	frit ter	*frĭt'tŭr*
fond ly	*fŏnd'lē*	friz le	*frĭz'zl*
fond ness	*fŏnd'nĕs*	frol ic	*frŏl'ĭk*
fos ter	*fŏs'tŭr*	front ier	*frŭnt'yēēr*
frank lin	*frănk'lĭn*		

(Lesson 26.) READING.

Dialogue, &c.—Honey, Wax, &c.

Mary. By the bye, mamma, when I come to think of it, what dirty stuff honey must be; first eaten by the bees, and then by us!

Ma. Your description of it, Mary, is certainly not very inviting. But let us call honey the syrup of flowers, drawn from the expanded bud by the probes of the industrious bees, and conveyed, through the pure morning air, home to their waxen cells, where it is deposited for the use of little girls.

Mary. Now, mamma, I like honey once more.

Ma. So much, then, my child, depends upon the manner in which things are described, and ideas meet the mind.

Jane. Besides, mother, your account of it is more rational, and, I dare say, more just than Mary's.

Mary. Well, if honey is the juice of flowers, what then is the wax?

Ma. Wax is the farina, or fine yellow dust from flowers, which is eaten by the bees, and, by an animal process, is converted into wax. Wax is white; but made yellow by melting; age, also, injures the colour; but it can be restored by bleaching.

Jane. Candles, I suppose, are made from this bleached wax; and the yellow wax is appropriated to many useful purposes.

Ma. You are right, my child; but we have finished our tea, and must now begin our evening amusements.

Mary. Why, mother, we have already been amused, and most delightfully too. I like this better than stories.

Jane. The noise of the wind and rain, has disturbed us some.

Mary. What! does it rain and blow still? ah! I hear it does; though I had lost all sense of it.

Ma. I am glad, my children, that I have not only amused but informed you. To-morrow, I will again try to gratify you.

(Lesson 27,) ARITHMETIC.

Multiplication of Mixed Numbers.

RULE 1. When only one of the given terms is a mixed number, then multiply by the whole number, and take parts of the multiplicand for the fractions; the sum of these and the product will be the answer.

Thus: 1. $138 \times 6\frac{3}{4}$

6

828

$138 \div \frac{2}{4} = 69$

$69 \div \frac{3}{4} = 31\frac{2}{4}$

$931\frac{2}{4}$

2. $656 \times 16\frac{3}{8} = 10742$. 3. $326 \times 124\frac{1}{2} = 40505\frac{1}{2}$

RULE 2. When both the given terms are mixed numbers, first multiply the whole number by the denominator of the fractions, and add to the numerator; then multiply the factors into each other, and divide the product, by the product of the two denominators.

$16 \times 8\frac{7}{8} + 14\frac{5}{8} =$

Thus: $16 \times 8 + 3 = 131$, and $14 \times 8 + 5 = 117$. Then $131 \times 117 = 15327$, product. $8 \times 8 = 64$, divisor. Finally $15327 \div 64 = 239\frac{31}{64}$ *Ans.*

(Lesson 28.) GRAMMAR.

Exercises in Parsing.

RULE 16. Nouns or pronouns, used in the form of a direct address, are said to be in the nominative case independent. As, My son, give me your heart.

In this example, *The noun son is not an agent that performs any act, but is merely addressed by another agent; hence it is independent of any verb, and acknowledges no government, nor does it hold any agreement with any other word in the sentence. Case in fact does not attach to it; yet it has been found convenient to call it the nominative case. In parsing, you will merely run over its qualities, and say nominative case independent.*

Mary, has Jane left the room? James, bring me your copy. Child, your conduct is faulty. Hope, aid my efforts. Boy, shut the door.

OBS. 1. *The nominative case independent, is always in the second person.*

George, how old are you? Mary, hear John read. Joseph give him a book. Stand up, my boy, and read with care.

OBS. 2. *For the sake of brevity in speech, the prepositions to and for, are generally omitted, but in parsing, they must be supplied;* as,

Boy, give me your attention, or, boy, give your attention to me, or, boy, give to me your attention. Mary, provide me a seat, or, Mary, provide for me a seat.

(Lesson 29.) SPELLING.

front less	*frŭnt'lĕs*	gad der	*găd'dŭr*
front let	*frŭnt'lĕt*	gad fly	*găd'flī*
fros ty	*frŏs'tē*	gaf fer	*găf'fŭr*
froth y	*frŏth'ē*	gaf fles	*găf'flz*
fud dle	*fŭd'dl*	gag gle	*găg'gl*
ful gent	*fŭl'jĕnt*	gal ley	*găl'lē*
ful gid	*fŭl'jĭd*	gal lon	*găl'lŭn*
ful some	*fŭl'sŭm*	gal lop	*găl'lŭp*
fum ble	*fŭm'bl*	gal low	*găl'lō*
func tion	*fŭng'shŭn*	gal lows	*găl'lŭs*
fun gous	*fŭng'gŭs*	gam bler	*găm'blŭr*
fur lough	*fŭr'lō*	gam bol	*găm'bŭl*
fur nace	*fŭr'nĕs*	gam brel	*găm'brĭl*
fur row	*fŭr'rō*	gam mer	*găm'mŭr*
fur ry	*fŭr'rē*	gam mon	*găm'mŭn*
fur ther	*fŭr'ṯhŭr*	gan der	*găn'dŭr*
fur zy	*fŭr'zē*	gang way	*găng'wā*
fus tian	*fŭs'tshŭn*	gas kins	*găs'kĭnz*
fus tick	*fŭs'tĭk*	gath er	*găth'ŭr*
fus ty	*fŭs'tē*	gav el	*găv'ĭl*
fut lock	*fŭt'lŭk*	gild er	*gĭld'ŭr*
gab ble	*găb'bl*	gel id	*jĕl'ĭd*
gab bler	*găb'blŭr*		

(Lesson 30.) READING.

Dialogue, &c.—Early Rising.

Ma. Come′, Mary′, put by your work\; it is quite too dark for you to do it well′.

Mary. But I ought to finish it\; for after tea you said you would play the geographical game with us\; so I must work now\.

Ma. Have you not had time through the day to do your work′?

Mary. No\, indeed\, mamma′; because′,—I—I—

Ma. Why do you blush so\, my child\, and hesitate to speak\?

Mary. Because′, mamma′, I got up so late this morning\.

Ma. That certainly is a sufficient reason for blushing\.

Mary. I was going to say′, that I was up so late′, that I have been in a hurry all day\.

Ma. And do you like to be in a hurry′?

Mary. No\, indeed I do not\; for in working with the needle′, it makes me prick my fingers\; in writing′, it makes me blot my paper′, and in reading′, it makes me blunder\.

Ma. And all these are the effects of hurry\. Well′, then′, avoid hurry\;—you know how\.

Mary. Yes, by rising in season, and doing things when they should be done.

Ma. You see it is possible, then, to remedy some of the evils arising from our own faults. I presume you remember old nurse's favourite saying on this subject.

Mary. I do, mamma: "Who ever loses an hour in the morning, may look for it all day and not find it."

(Lesson 31.) ARITHMETIC.

Division of Mixed Numbers.

RULE. Multiply the given terms by the common denominator, and divide as in whole numbers; the quotient will be the answer. Thus:

(1) $134\frac{3}{4} \div 3\frac{3}{4} = 35 + 1\frac{3}{5}$

$4 \quad 4$

$538 \div 15 = 35 + 1\frac{3}{5}$

15) 538 (35$1\frac{3}{5}$ *Ans.*
45

88
75

$1\frac{3}{5}$

(2) $346\frac{7}{8} \div 6\frac{5}{8} = 56\frac{1}{5}\frac{5}{8}$ *Ans.*

(3) $14\frac{2}{3} \div 2\frac{1}{3} = 6\frac{2}{7}$ *Ans.*

(4) $116\frac{2}{4} \div 3\frac{3}{4} = 31$ *Ans.*

(5) $42 \div 4\frac{2}{4} = 9\frac{6}{1}\frac{6}{5}$ *Ans.*

(Lesson 32.) GRAMMAR.

Of the Moods and Tenses of Verbs.

MOOD. Mood implies a particular form which the verb assumes to show the manner of the action which it expresses.

NOTE 1. As the manner of actions are various, so the mode of representing them must also be various; to this end verbs take different forms.

English verbs adopt five forms, called moods, to wit:

Indicative mood, *Subjunctive* mood, *Potential* mood, *Imperative* mood, and *Infinitive* mood.

Indicative mood. The indicative mood of a verb, is that form which it takes when it indicates or declares a thing, or when it denies a thing or asks a question; as, The man walks. The man does not walk. Will the man walk?

Tense. Tense means time. Verbs refer to six divisions of it, or, they have six tenses, to wit: The *Present* tense, *Imperfect* tense, *Perfect* tense, *Pluperfect* tense, and *First* and *Second Future* tenses; as, The man walks. The man walked. The man has walked. The man had walked. The man will walk. The man will have walked.

NOTE 2. The verb expresses the act, with the person and number of the agent or subject. Mood expresses the manner of the act, and Tense shows the time of it.

OBS. *Now, when you parse a verb, you can give its mood and tense, and you will soon be able to inflect it; that is, tell its changes of person and number, through all the moods and tenses; and, also, distinguish the participle which is derived from it.*

(Lesson 33.) SPELLING.

gel ly	*jĕl′lē*	gin gle	*jĭng′gl*
gen der	*jĕn′dŭr*	gin seng	*jĭn′sĕng*
gen et	*jĕn′nĭt*	gip sy	*jĭp′sē*
gen tiles	*jĕn′tĭlz*	gir der	*gĕr′dŭr*
gen tle	*jĕn′tl*	gir dle	*gĕr′dl*
gen tly	*jĕnt′lē*	girl ish	*gĕrl′ĭsh*
gen try	*jĕn′trē*	giv er	*gĭv′ŭr*
ger man	*jĕr′măn*	giz zard	*gĭz′zŭrd*
ger min	*jĕr′mĭn*	glad den	*glăd′dn*
ger und	*jĕr′ŭnd*	glad ly	*glăd′lē*
ges ture	*jĕs′tshŭre*	glad ness	*glăd′nĕs*
get ter	*gĕt′tŭr*	glad some	*glăd′sŭm*
ghast ful	*găst′fŭl*	glan ders	*glăn′dŭrz*
ghast ly	*găst′lē*	glass man	*glăs′măn*
gib bet	*jĭb′bĭt*	glass y	*glăs′sē*
gib bous	*gĭb′bŭs*	glib by	*glĭb′bē*
gib bets	*jĭb′bĭts*	glib ness	*glĭb′nĕs*
gid dy	*gĭd′dē*	glis ten	*glĭs′sn*
gig gle	*gĭg′gl*	glis ter	*glĭs′tŭr*
gild er	*gĭld′ŭr*	glit ter	*glĭt′tŭr*
gim crack	*jĭm′krăk*	glos sy	*glŏs′sē*
gin ger	*jĭn′jŭr*		

(Lesson 34.) READING.

Dialogue, &c.—Value of Time, &c.

Jane. The sayings of old nurse, were *generally* true; and I am sure I have had reason to say this is true.

Ma. This is true, indeed, my child: the hour gone can never be recalled; and if lost, can never be found. Hence, we should be careful to improve all our hours, as they pass, to some useful purpose.

Jane. You have often told us, mother, that time is the most valuable treasure in our possession; and I begin to find it so.

Ma. Every day's experience, my child, will contribute to establish you in the fact; for the proper use of the present hour secures pleasing reflections for the future hour; and while it adds to our stock of wisdom, it also adds to our amount of happiness.

Mary. How delightfully we passed the twilight of yesterday!

Ma. Ah! sauce box, so you remind me of my half promise.

Jane. Make it a whole promise, mother, and then fulfil it.

Ma. I will, my child; but I must first inform Mary, that she

cannot have a part in the geographical game', until she has finished her work\.

Jane. Let us wait for her\, if you please'.

Ma. No', my child', we cannot wait for her\; she ought to be punished for her neglect this morning\; nor is it just to make others suffer for her faults\.

Mary. Thank you, sister\; mamma says right\. I have been idle and ought to suffer\; for it will make me remember it\.

Ma. That is wisely said, Mary\; it shows you mean to profit by good advice', and that experience shall teach you\.

(Lesson 35.) ARITHMETIC.

Exercises in the Application of Mixed Numbers.

1. What is the difference between 6 times $25\frac{3}{4}$ and 9 times $19\frac{1}{2}$?

2. Which is the most, the sum of $476\frac{3}{4}$, and $562\frac{3}{4}$, or $1372\frac{1}{2}$?

3. From Utica, N. Y. to Washington, D. C., is 512 miles; A. rode on that route $12\frac{3}{4}$ days, at the rate of $34\frac{3}{4}$ miles a day; how far was he from Utica?

4. Joseph bought $152\frac{1}{2}$ reams of paper, at the rate of $337\frac{1}{2}$ cents a ream; to what did it amount?

5. In a ream of paper, there are 20 quires, and 24 sheets in each quire; how many sheets had Joseph, and what was the cost of each?

6. James bought $46\frac{3}{4}$ quarts of nuts, at $6\frac{1}{4}$ cents a quart, and sold $28\frac{1}{3}$ quarts at $8\frac{1}{4}$ cents a quart, and ate the rest; what was his loss or gain in the transaction?

7. If $134\frac{7}{8}$ be taken from $1342\frac{5}{8}$, and the difference be divided by $15\frac{3}{8}$; what will be the quotient?

(Lesson 36.) GRAMMAR.

Of the Moods and Tenses of Verbs.

It seems natural to class the divisions of time under three heads only, the *Past*, the *Present*, and the *Future*. But to mark the date of actions which occur under these general divisions with more accuracy, some of them have been subdivided, that is *Past* time, has three distinct tenses, the Imperfect, Perfect, and Pluperfect, and *Future* time has two tenses; *First* future and *Second* future.

NOTE.—All the moods, however, do not embrace all the tenses. The indicative and subjunctive moods only, extend to six tenses. The potential mood has four; the infinitive mood, two; and the imperative mood, but one.

When verbs in their imperfect tense and past participle end in *d*, or *ed*, they are called *regular* verbs; while those that adopt any other termination in that tense and participle, are called *irregular* verbs. To mark this distinction, it is common in the act of parsing verbs, to conjugate the verb; that is, tell its present tense, imperfect tense, and past participle. Thus: the verb, *love* present tense *love*, imperfect tense *loved*, past participle *loved*; hence, the verb, *love*, is regular; and the verb, *buy*, present *buy*

imperfect *bought*, past participle *bought*; therefore, the verb *buy*, is irregular.

NOTE 2.—The imperfect tense of the verb, and the past participle, appear to be the same, yet there is a distinction. The imperfect tense of a verb has at all times a subject or nominative case, with which it agrees; but the past participle never has a subject, nor has it any agreement, but it belongs to a noun.

NOTE 3.—Now, when you parse a verb, say, a regular transitive, or intransitive verb, as the case may be, and to determine whether it is regular or not, you must conjugate it.

(Lesson 37.) SPELLING.

glov er	*glŭv'ŭr*	grim ly	*grĭm'lē*
glut ton	*glŭt'tn*	grim ness	*grĭm'nĕs*
gob ble	*gŏb'bl*	grin ner	*grĭn'nŭr*
god dess	*gŏd'dĕs*	gris tle	*grĭs'sl*
god head	*gŏd'hĕd*	grist ly	*grĭs'lē*
god less	*gŏd'lĕs*	grit ty	*grĭt'tē*
god ly	*gŏd'lē*	griz zle	*grĭz'zl*
god son	*gŏd'sŭn*	griz zly	*grĭz'zlē*
gog gle	*gŏg'gl*	grog ram	*grŏg'rŭm*
gos ling	*gŏs'ling*	grov el	*grŏv'vl*
got ten	*gŏt'tn*	gruff ly	*grŭf'lē*
gov ern	*gŭv'ŭrn*	gruff ness	*grŭf'nĕs*
grab ble	*grăb'bl*	grum ble	*grŭm'bl*
gran ate	*grăn'ăt*	grum ly	*grŭm'lē*
gran deur	*grăn'jŭr*	grun ter	*grŭn'tŭr*
gran ite	*grăn'ĭt*	grun ty	*grŭn'tē*
graph ick	*grăf'ĭk*	gud geon	*gŭd'jŭn*
grap ple	*grăp'pl*	guess er	*gĕs'sŭr*
grass plot	*grăs'plŏt*	gug gle	*gŭg'gl*
gras sy	*grăs'sē*		

(Lesson 38.) READING.

Dialogues, &c.—Butter, &c.

Ma. I am pleased', my girls', to find you asking for knowledge; what question did you propose last night?

Mary. I wanted you to tell us about butter, sugar', and tea.

Jane. Why you know', sister', that butter is made of cream; and that cream is the richest and lightest part of milk.

Mary. Yes, I know that when the cows are milked', the dairy maid puts the new milk into wide, shallow pans', and in a few hours the cream rises to the top', and is then skimmed off, and churned into butter.

Jane. Mother', how does the churn act upon the butter to produce this effect?

Ma. It moves the cream about quickly', and by that means expels all the milky parts', and leaves the oily portions in one collected mass.

Jane. Is there only one way to make butter'?

Mary. Why what a foolish question, Jane! You know there is only one way.

Ma. Your sister's question, my child, is by no means so foolish as you seem to imagine. There is more than one or two ways of separating the butter from the milk. The mode which you have jointly described, is the most common. In some parts of England, the process is by heat. The pans are put upon stoves heated by charcoal. In a few minutes the cream comes to the top. When cool, the cream is taken off into a large bowl, and by being moved with the hand, or a spatula, it is at once converted into butter.

Jane. The principle is the same; the difference is confined to the process; and I think, of the two, this is the better mode.

Mary. I think I should not like such butter so well as ours. You say it is beat up by the hand.

Ma. I said, also, that it was done with a spatula. But is not all butter pressed and worked by the hand?

Mary. Indeed, upon reflection, I believe it is.

Ma. Then you see there is more in fancy than in reality. In this respect, little or no difference in the two modes exists; those, therefore, who affect disgust at either, show their delicacy at the expense of their sense.

Jane. How, mother, do have the goodness to explain.

Ma. Why, Jane, is not pastry, cakes, and bread made wholly by the hands? Nay, are there not many other things made in the same way, which we eat every day, without having our delicacy disturbed?

Jane. Why how silly and unmeaning we have frequently been!

(Lesson 39.) ARITHMETIC.

Reduction.

Reduction exhibits a method, by which numbers and quantities are changed from one name to another, without affecting their absolute value.

Reduction is of two kinds, that by which high names are brought to low names, called *Reduction Descending*, and that by which low names are brought to high names, called *Reduction Ascending*.

The two kinds are respectively the precise converse of each other, and mutually prove each other.

RULE 1. When a high name is to be brought into a lower, then multiply the highest term by as many of the next lower as will make one in that higher, and bring the next, if any lower, into the product; and so on, until all the terms are respectively brought in. Thus:

1. Bring £27. 6. 4. into pence

20 of the next lower, equals one of the highest, viz. pounds.	£27. 6. 4. 20

Carried forward, 546 shillings.

	Brought forward,	546
12 of the next lower, equals one of that next higher, viz. shillings.		12
	Ans.	6556.

NOTE.—The sum £27-6-4, is changed or reduced to 6556 pence, and both terms express the same absolute value; for £27-6-4, equals 6556 pence, and 6556 pence equals £27-6-4.

(Lesson 40.) GRAMMAR.

Of Participles, and the conjugation of Verbs.

Participles are formed from verbs. There are three kinds of them, to wit; the present participle, as *walking;* the past participle, as *walked;* the compound participle, as *having walked.*

NOTE.—Those tenses of the verb which are formed without the aid of helping verbs, are called simple tenses; but those which combine a helping verb, are called compound tenses.

Present Tense.	*Imperfect Tense.*	*Past Participle.*
I hate,	I hated,	hated, regr.
He walks,	He walked,	walked, regr.
You write,	You wrote,	written, irregr.
She sings,	She sang,	sung, irregr.
It lives,	It lived,	lived, regr.
They cry,	They cried,	cried, regr.
We spell,	We spelt,	spelt, irregr.
The boy speaks,	The boy spoke,	spoken, irregr.
Mary talks,	Mary talked,	talked, regr.
Man goes,	Man went,	gone, irregr.
I am,	I was,	been, irregr.
We swim,	We swam,	swum, irregr.
They laugh,	They laughed,	laughed, regr.
go,	went,	gone, irregr.
am,	was,	been, irregr.

(Lesson 41.) SPELLING.

guilt less	*gĭlt'lĕs*	hag gle	*hăg'gl*
guilt y	*gĭl'tē*	hal low	*hăl'lō*
guin ea	*gĭn'nē*	ham mer	*hăm'mŭr*
gul let	*gŭl'lit*	ham per	*hăm'pŭr*
gul ly	*gŭl'lē*	hand bill	*hănd'bĭl*
gum my	*gŭm'mē*	hand er	*hănd'ŭr*
gun nel	*gŭn'nĕl*	han dle	*hăn'dl*
gun ner	*gŭn'nŭr*	hand less	*hănd'lĕs*
gun stick	*gŭn'stĭk*	hand mill	*hănd'mĭl*
gun stock	*gŭn'stŏk*	hand sel	*hănd'sĕl*
gun wale	*gŭn'nĭl*	hand y	*hănd'ē*
gur gle	*gŭr'gl*	hang er	*hăng'ŭr*
gur net	*gŭr'nĭt*	hap ly	*hăp'lē*
gus set	*gŭs'sĭt*	hap less	*hăp'lĕs*
gus ty	*gŭs'tē*	hap pen	*hăp'pn*
gut ter	*gŭt'tŭr*	hap py	*hăp'pē*

guz zle	*gĭz′zl*	har row	*här′rō*
gym nick	*jĭm′nĭk*	has sock	*hăs′sŭk*
hac kle	*hăk′kl*	hat case	*hăt′cāse*
hack ney	*hăk′nē*	hatch el	*hătsh′ĕl*
had dock	*hăd′dŭk*		

(Lesson 42.) READING.

Dialogue, &c.—Cheese, Salt, &c.

Mary. Having described *butter making*′, we ought to speak *next* of *cheese*\.

Jane. Yes\; cheese is also made of milk or cream\; but *how*, I know not\.

Ma. Cheese is made, as you say, of milk or cream′, curdled by being made warm, and mixed with *rennet*\.

Mary. Rennet′! what is *that*\, mamma\?

Ma. It is the stomach of a calf\; nay′, Mary′, dont turn up′ your little nose at it′; it is made perfectly clean before it is put into the milk\. Is not the *liver* of a fowl considered a great delicacy′, and the *gizzard* served up as a savory dish′?

Mary. They are, indeed, mamma\.

Ma. Can it be less cleanly to eat food prepared by the aid of the *inside* of *one* animal, than to eat the *inside itself* of *another*′? Do not the most refined epicures eat the *whole* of the woodcock, without the *least* reservation′?

Jane. I have been told they do\; but I should not *like* to be an *epicure*′.

Mary. You observed that the milk or cream′, was *warmed*′, and then *curdled* by the aid of *rennet*\.

Ma. The milk or cream is *divided* by this operation into *two* parts\; the *curd*, or coagulated part′, and the *whey*, or watery part\. The curd is pressed dry′, and salted\. It is then formed into one large mass\, put into a hoop or vat′, and pressed together\, this forms the cheese\.

Jane. What a useful article *salt* is\!

Ma. It is\, indeed\; not only in giving food a pleasant *flavour*′, but in preserving it from *corruption*\.

Mary. Then′, mamma′, do tell us something about it\.

Ma. Salt is procured from sea-water\, salt springs′, or mines\. When made from sea-water or salt springs′, the water is collected into open, shallow vats′, and exposed to the rays of the sun\; the heat draws off the watery parts in the form of a *vapour*′, and leaves the salt\; this is collected\, cleansed′, and made fit for use\; or the water is sometimes boiled away in kettles′, and the pure salt is left\.

Jane. You said it was procured from *mines*\; where are the mines\?

Ma. They are found in *various parts* of the world\. The most noted are those of *Cracow* in Poland\.

(Lesson 43.) ARITHMETIC.

Reduction.

RULE 2. When a low name is to be brought into a high one, then divide the low name, by as many of itself as will make one of the next higher name; and so on through all the terms required. Thus:

(2) Bring 6556 pence into pounds and parts.

12)6556

2,0)54,6 +4 pence.

£27+6 shillings.

£27 - 6 - 4 *Ans.*

NOTE. I first divide the lower name 6556 pence, by 12, because 12 of that lower, pence, will make one of the next higher, shillings; and I divide, secondly, by 20, (cutting off the 6, and the cipher, agreeably to a former rule,) because 20 of that lower, shillings, make one of the next higher, pounds. Thus I arrive at the answer, and obtain a proof of the first sum in reduction.

(3) Reduce £32 - 5 - 6 - 3 into farthings, and back for the proof.

32×20+5=645s;×12+6=7746d;×4+3=30987qrs. *Ans.* 30987÷4=7746+3qr; 7746÷12=645+6d; 645÷20=32+5, or £32 - 5 - 6 - 3 Proof.

(4) Reduce $346. 36 7 into mills and back for proof.

346×10+3=3463 dimes;×10+6=34636 cts;×10+7=346367 mills, *Ans.*

346367÷10=34636+7m; 34636÷10=3463+6cts; 3463÷10=346 +3 dimes, or $346. 36 7 proof.

(Lesson 44.) GRAMMAR.

The Inflection of the regular verb Walk.

Indicative Mood.

Present Time.	Imperfect Time.	
Singular Number.	*Singular Number.*	
1st per. I walk,	I walked,	Present Participle.
2d do. You walk,	You walked,	Walking.
3d do. He, she, or it walks.	He, she, or it walked,	
Plural Number.	*Plural Number.*	
1st per. We walk,	We walked	Past Participle
2d do. You walk,	You walked,	Walked.
3d do. They walk,	They walked.	

OBS. 1. *In the solemn and poetic styles, the second person singular, in both the above tenses, is thou; and the second person plural, is ye, or you.*

The verb, to agree with the second person singular, changes its termination.

Thus: 2d *person, sing. Prcs. Tense* *Thou walkest, or Thou walketh.*

Imperfect Tense *Thou walkedst.*

In the third person singular, in the above styles, the verb has sometimes a different termination; as,

Present Tense, He, she, or it walks or walketh.

OBS. 2. *The above form of inflection may be applied to all verbs used in the solemn or poetic styles; but for ordinary purposes, I have supposed it proper to employ the form of the verb, adopted in common conversation, as least perplexing to young minds.*

(Lesson 45.) SPELLING.

hatch et	*hătsh'ĭt*	hec tor	*hĕk' tŭr*
hatch way	*hătsh'wā*	hedge hog	*hĕdj' hŏg*
hat ter	*hăt'tŭr*	hedge row	*hĕdj' rō*
haunt er	*hănt'ŭr*	hedg er	*hĕdj'ŭr*
hav ock	*hăv'ŭk*	heif er	*hĕf'fŭr*
haz zard	*hăz'ŭrd*	hel met	*hĕl'mĭt*
head ach	*hĕd'āke*	help er	*hĕlp'ŭr*
head dress	*hĕd'drĕs*	help less	*hĕlp'lĕs*
head er	*hĕd'ŭr*	hem lock	*hĕm'lŏk*
head land	*hĕd'lănd*	hemp en	*hĕmp'pn*
head less	*hĕd'lĕs*	her bage	*ĕr'bĭdje*
head long	*hĕd'lŏng*	her bous	*ĕr'bŭs*
head man	*hĕd'măn*	her by	*ĕr'bē*
head stall	*hĕd'stâl*	her on	*hĕr'ŭn*
head stone	*hĕd'stōne*	hic cough	*hĭk'kŭp*
head y	*hĕd'ē*	hid den	*hĭd'dn*
health ful	*hĕlt'hfŭl*	hig gle	*hĭg'gl*
health less	*hĕlt'hlĕs*	hil lock	*hĭl'lŭk*
health y	*hĕlt'hē*	hil ly	*hĭl'lē*
heav en	*hĕv'vn*	hin der	*hĭn'dŭr*
heav y	*hĕv'vē*	hith er	*hĭt'hŭr*
hec tick	*hĕk'tĭk*	hob by	*hŏb'bē*

(Lesson 46.) READING.

Dialogue, &c.—Salt, Salt-petre, &c.

Mary. Pray tell us something *more* about the salt mines. Does not the rain *dissolve* them?

Ma. The *mines* are deep under ground; and in those of Cracow, there are houses, chapels, and streets of pure rock salt, which, when illuminated, present a most beautiful scene.

Jane. How astonishing. It must be *beautiful* indeed.

Ma. There are several *kinds* of salt. But the common salt of which we have been speaking, is the *most useful* of all the saline substances. Though some of the other kinds are equally

capable of resisting putrefaction, there is no kind so friendly and agreeable to the taste and the stomach. It is pleasant not only to *us*, but *all animals* show a fondness for it.

Jane. Has salt any *other* uses, besides those of giving flavour to food, and preserving it in a wholesome state?

Ma. Many other uses. It is employed to glaze or vitrify the surface of *pottery*. This is done by throwing a quantity of it into the furnace where the clay is baking; it is there volatilized by the heat, in which state it applies *itself* to the surface of the pottery.

Mary. Volatilized, mamma, what does that *mean*?

Ma. It means that the coarser parts are drawn off in the form of a vapour. *Common* salt is used in making *glass*; it renders it whiter and clearer.

Mary. How *pleasing* it is to know all these things! Pray, is *salt-petre* a preparation of *common* salt?

Ma. It is not; salt-petre, or, more properly, nitre, is sometimes found in its native state, perfectly *pure*; but it is more *generally* mixed with *earthy* substances. *This* is also used in glass making; and *likewise* in making *powder*. It is highly inflammable.

Mary. Here come the *candles*! Well, my work is done; and after supper, comes the geographical game. To-morrow we'll talk of *gun-powder*.

(Lesson 47.) ARITHMETIC.

Reduction of English and Federal Money.

RULE 1. To reduce dollars to dimes, multiply by 10.
Thus: \$231×10=2310 dimes; and 2310÷10=231 dollars. Proof.

RULE 2. To reduce dollars to cents; multiply by 100.
Thus: \$231×100=23100 cents; and 23100÷100=231 dolls. do.

RULE. 3. To reduce dollars to *mills*, multiply by 1000.
Thus: \$231×1000=231000 mills; and 231000÷1000=231 dollars.

NOTE. Hence, it is obvious that to multiply by 10, is simply to add a cipher, and, by a 100 two ciphers, and, a 1000, three ciphers, &c. and to divide by those numbers, is nothing more than to cut off the ciphers respectively.

RULE 4. To reduce pence, N. Y. currency to cents, multiply by $12\frac{1}{2}$, and divide by 12.
Thus: 144d×$12\frac{1}{2}$=1800÷12=150 cents, and 150cts.×12=1800, and 1800÷$12\frac{1}{2}$=144d. the proof, and also the mode of reducing cents to pence, N. Y. currency.

RULE 5. To reduce pounds in money to shillings, multiply by 20.
Thus: £231×20=4620s. and 4620÷20=£231, proof.

RULE 6. To reduce shillings to pence, multiply by 12.
Thus; s.4620×12=55440d, and 55440÷12=4620s. Proof.

RULE 7. To reduce pence to farthings, multiply by 4.
Thus: d.55440×4=221760qr. and 221760÷4=55440d. Proof.

RULE 8. To reduce pounds in money, N. Y. currency to dollars, multiply by $2\frac{1}{2}$, or by 20, and divide by 8.

Thus: £234×2½=$585, and 585÷2½=£234, proof. Or, £234×20=4680s.÷8=$585 *Ans.* and 585×8=4680÷20=£234. proof.

(Lesson 48.) GRAMMAR.

Indicative Mood, Perfect Tense.

OBS. *The Perfect Tense or time of a verb is formed by using the helping verb, have, before the past participle, and pluperfect, by using had, past time.*

Perfect Time.	*Pluperfect Time.*
Singular Number.	*Singular Number.*
1st per. I have walked,	I had walked,
2d do. You have walked,	You had walked,
3d do. He, she, or it has walked.	He, she, or it had walked.
Plural Number.	*Plural Number.*
1st per. We have walked,	We had walked,
2d do. You have walked,	You had walked,
3d do. They have walked.	They had walked.
Solemn and Poetic Styles.	
Thou hast walked,	Thou hadst walked,
Ye, or you have walked,	Ye, or you had walked,
He, she, or it hath walked.	He, she, or it had walked.

(Lesson 49.) SPELLING.

hogs head	*hŏgs'hĕd*	hum ble	*ŭm'bl*
hog sty	*hŏg'stī*	hum bly	*ŭm'blē*
hog wash	*hŏg'wâsh*	hun ger	*hŭng'gŭr*
hol low	*hŏl'lō*	hun gry	*hŭng'grē*
hol ly	*hŏl'lē*	hun ter	*hŭn'tŭr*
hol ster	*hōl'stŭr*	hun tress	*hŭn'trĕs*
hom age	*hŏm'ăje*	hur ler	*hŭr'lŭr*
hon est	*ŏn'ĕst*	hur ly	*hŭr'lē*
hon ey	*hŭn'nē*	hur ry	*hŭr'rē*
hon our	*ŏn'nŭr*	hurt er	*hŭrt'ŭr*
hop per	*hŏp'pŭr*	hurt less	*hŭrt'lĕs*
hor rour	*hŏr'rŭr*	hus band	*hŭz'bănd*
hos tile	*hŏs'tĭl*	husk y	*hŭsk'ē*
host ler	*hōst'lŭr*	hus sy	*hŭz'zē*
hot ly	*hŏt'lē*	hus tle	*hŭs'tl*
hot ness	*hŏt'nĕs*	hymn ing	*hĭm'ing*
hov el	*hŏv'ĭl*	hys sop	*hĭz'zŭp*
hov er	*hŭv'ŭr*	ill ness	*ĭl'nĕs*
house wife	*hŭz'wĭf*	im age	*ĭm'mĭdje*
huck ster	*hŭk'stŭr*	in cense	*ĭn'sĕnse*
hud dle	*hŭd'dl*	in cest	*ĭn'sĕst*
hul ly	*hŭl'lē*	in come	*ĭn'kŭm*
hum bird	*hŭm'bŭrd*	in dex	*ĭn'dĕks*

(Lesson 50.) READING.

Dialogue, &c.— Gun-Powder, &c.

Mary. Now′, mamma′, I hope you will favour us with an account of *gun-powder*\; I have thought of it several times to-day\.

Ma. I will\, my dear\. Gun-powder is made of *nitre*\ sulphur′, and charcoal\. The proportions of these are very unequal\; by far the largest part is *nitre*\.

When a gun is charged with powder and ball′, it is *discharged* by pulling the trigger\. This causes the flint which is fixed in the lock, to strike against the steel pan′, and produce sparks of *fire*\. The fire instantly catches the *sulphur*\; this again inflames the *charcoal*\; then the nitre, mixed with them, becomes strongly heated, and the enclosed air expanded\; this forces the charge from the mouth of the musket, with amazing velocity, and a thundering noise\. The whole is the work of a moment\.

Jane. I think I understand you\. But the cannon which we saw in the Park′, was let off by a match or lighted torch\. They are *too large* for *locks*\, I suppose\. Pray what is *charcoal*\?

Ma. It is *wood* heated to a coal\, or charred\. The wood is cut to a proper length′, then put up in stacks, and covered with turf\, coated with a plaster of thick mud\. A few air holes are left, in which *fire* is placed\; and when once on fire′, these are partially stopped′, and the wood left to roast\.

Jane. If no *air* was admitted′, the fire would not burn\; this we daily prove by our *common* fires\.

Ma. At the end of two or three days′, the wood becomes charred\; the air holes are then completely closed′, and the fire goes out\.

(Lesson 51.) ARITHMETIC.

Reduction, Troy Weight, &c.

3. In lbs. 47 – 10 oz. how many grains? *Ans.* 276520 gr.
2. Bring 12960 grains into ounces. *Ans.* 27 oz.
3. Bring lb. 3 – 10 – 7 – 5 into grains. *Ans.* 22253 gr.
4. A. sold 7 ingots of silver, each lb. 23 – 5 – 7, at 4 cents a grain; to what did the whole amount?

Ans. cts. 3781344=$37813.44.

Avoirdupois Weight.

1. In 13 tons, how many quarters? *Ans.* 1040 qrs.
   13×20=260×4=1040 qrs.
2. Bring 36 quarters into pounds. *Ans.* 1008 lb.
3. Bring 17 lbs. into ounces. *Ans.* 272 oz.
4. Bring 20 oz. into drams. *Ans.* 320 dr.
5. Bring 892245 oz. into tons. *Ans.* T. 24 – 17 – 3 – 17 – 5.
6. Bring T. 5 – 12 – 2 into quarters. *Ans.* 450 qr.

(Lesson 52) GRAMMAR.

Indicative Mood, Future Time.

Obs. *The first future tense is formed by using the helping verbs shall and will with the present tense of the verb; and the second future, by using shall have, and will have, with the past tense.*

First Future Time.

Singular Number.	*Plural Number.*
1st per. I shall or will walk,	We shall or will walk,
2d do. You shall or will walk,	You shall or will walk,
3d do. He, she, or it, shall or will walk.	They shall or will walk.

Second Future Time.

Singular Number.	*Plural Number.*
1st per. I shall or will have walked,	We shall or will have walked
2d do. You shall or will have walked,	You shall or will have walked
3d do. He, she, or it, shall or will have walked.	They shall or will have walked

NOTE. The present and imperfect tenses are simple tenses; but all others are compound tenses, because they combine two or more verbs.

(Lesson 53.) SPELLING.

in flux	*ĭn'flŭks*	jel ly	*jĕl'lē*
in gress	*ĭn'grĕs*	jen net	*jĕn'nĕt*
in jure	*ĭn'jŭr*	jeop ard	*jĕp'pŭrd*
ink y	*ĭngk'ē*	jer kin	*jŭr'kĭn*
in ly	*ĭn'lē*	jes ter	*jĕs'tŭr*
in ner	*ĭn'nŭr*	jet ty	*jĕt'tē*
in quest	*ĭn'kwĕst*	jin gle	*jĭng'gl*
in road	*ĭn'rōde*	job ber	*jŏb'bŭr*
in sect	*ĭn'sĕkt*	jock ey	*jŏk'kē*
in sight	*ĭn'sīte*	joc und	*jŏk'ŭnd*
in stance	*ĭn'stănse*	jog ger	*jŏg'gŭr*
in voice	*ĭn'vŏise*	jog gle	*jŏg'gl*
in wards	*ĭn'wărds*	jol ly	*jŏl'lē*
irk some	*ĕrk'sŭm*	jon quille	*jŭn'kwĭl*
		jos tle	*jŏs'sl*
is sue	*ĭsh'shū*	jour nal	*jŭr'năl*
isth mus	*ĭst'mŭs*	jour ney	*jŭr'nē*
itch y	*ĭtsh'ē*	judg er	*jŭdj'ŭr*
jab ber	*jăb'bŭr*	jug gle	*jŭg'gl*
jack al	*jăck'kăll*	jum ble	*jŭm'bl*
jack et	*jăk'kĕt*	jun ket	*jŭng'kĭt*
jog gy	*jŏg'ē*	jus tice	*jŭs'tĭs*
jal ap	*jăl'lŭp*	jus tle	*jŭs'sl*
jas mine	*jăz'mĭn*	just ly	*jŭst'lē*
jas per	*jăs'pŭr*	just ness	*jŭst'nĕs*
jeal ous	*jĕl'ŭs*		

(Lesson 54.) READING.

Dialogue, &c.—Use of Charcoal, Sulphur, &c.

Mary. Is charcoal, in this state, used in making powder', or is it first ground fine\ ?

Ma. It is first ground\; but it is used for many other purposes in the state in which it is charred\; for instance, in those manufactories where a strong fire is required, without smoke. But for polishing', it is ground to fine dust\; and in this state it is the best tooth-powder known\.

Jane. Are not the fumes of charcoal', when burning', very unhealthy' ?

Ma. They are\; and should never be admitted into sleeping apartments\. Many people have lost their lives by this careless use of it\.

Jane. And now', mamma', what is sulphur\ ?

Ma. Sulphur is a simple, inflammable substance\; that is', it easily takes fire\. It emits a light blue flame', and a most offensive and suffocating smell\. It is found in the earth', united generally to some other substances\; but near volcanoes it has been found in a pure state\.

Mary. Is it used for no other purpose than that of making gunpowder\ ?

Ma. O yes\; it is used for bleaching straw, worked into hats\; and also for medicine\.

Jane. Yes\; and it is a very unpleasant dose to take\.

Ma. All medicines are rather unpalatable', and generally very powerful\. Were they pleasant', we might be induced to use them too frequently, and to our destruction\.

(Lesson 55.) ARITHMETIC.

Of Reduction, Apothecaries' Weight, &c.

1. In 24 lbs., how many ounces? *Ans.* 24×12=288 oz.
2. Bring 72 oz. into drams. *Ans.* 576.
3. Bring 6972 grains into pounds. *Ans.* 1 lb. 2-3.
4. Bring 10 lbs. into grains. *Ans.* 57600 grs.
5. Bring lbs. 15, 9, 4, 2, 17, into grains. *Ans.* 91017 grs.

Cloth Measure.

1. In 24 yards, how many nails? *Ans.* 24×4=96×4=384 n.
2. Bring 36 yards into quarters. *Ans.* 144 qrs.
3. Bring 3783 nails into yards. *Ans.* 236 - 1 - 3.
4. Bring 56 ells Flemish into nails? *Ans.* 672 n.
5. In 10 bales of cloth, each 10 pieces, and each piece 12 yards, how many yards? *Ans.* 1200.

(Lesson 56.) GRAMMAR.

Exercises in Parsing.

NOTE.—In parsing the verb with the mood and tense, first say, whether it is regular or irregular, transitive, intransitive, or neuter, then the mood and tense, and lastly, the person, number, and agreement, and give the rule.

Joseph walks on the deck. In this example, *Joseph, is a noun proper, third person, singular number, masculine gender, and the subject of the verb, walks; walks, is a regular, intransitive verb, indicative mood, present time, third person, singular number, and agrees with its subject, Joseph, rule* 1.

Mary reads a letter. He runs a race. They speak the truth. Jane loved her school. She had many friends. All were pleased. You write a copy. We will write. They had written. It will have passed. Thou hast loved.

(Lesson 57.) SPELLING.

hec kle	*hĕk′kl*	kir tle	*kĕr′tl*
heck y	*hĕk′kē*	kitch en	*kĭtsh′ĭn*
hedg er	*hĕd′jŭr*	kit ten	*kĭt′tn*
hed lack	*hĕd′lăk*	knap ple	*năp′pl*
kel son	*kĕl′sŭn*	knap sack	*năp′săk*
ken nel	*kĕn′nĕl*	knob bed	*nŏb′d*
ker mes	*kĕr′mĕz*	knock er	*nŏk′kŭr*
ker nel	*kĕr′nĭl*	knot grass	*nŏt′grăs*
ker sey	*kĕr′zē*	knot ted	*nŏt′tĕd*
kes trel	*kĕs′trĭl*	knot ty	*nŏt′tē*
ket tle	*kĕt′tl*	knuc kle	*nŭk′kl*
kick er	*kĭk′ŭr*	lack er	*lăk′kŭr*
kick ing	*kĭk′ĭng*	lack ey	*lăk′kē*
kid der	*kĭd′dŭr*	lad der	*lăd′dŭr*
kid ney	*kĭd′nē*	lag ger	*lăg′gŭr*
kil ler	*kĭl′lŭr*	lamb kin	*lăm′kĭn*
kiln dry	*kĭl′drī*	lam prey	*lăm′prē*
kin dle	*kĭn′dl*	lam pron	*lăm′prŭn*
king craft	*kĭng′crăft*	lan cet	*lăn′sĭt*
king cup	*kĭng′kŭp*	land less	*lănd′lĕs*
king dom	*kĭng′dŭm*	land tax	*lănd′tăks*
king ly	*kĭng′lē*	lan guid	*lăn′gwĭd*
kins folk	*kĭnz′fōke*	lan guish	*lăn′gwĭsh*
kins man	*kĭnz′măn*	lan guor	*lăn′gwŭr*

(Lesson 58.) READING.

Dialogue, &c.—The Tea Plant, &c.

Mary. I wish′, mamma′, to know something about tea\? I have been told it is the dried leaf of a foreign shrub\; but that is all I remember about it\.

Ma. As the hour is not yet expired′, I will tell you what I know of it\. The tea plant is an exotic\; that is, it is a native of a foreign country\. It grows in China\, Japan′, and Siam\. It requires a strong and warm soil\. Of this shrub′, there are many varieties\; some very small and feeble′, while others rise into large and handsome trees\. The shape of the leaf is similar to that of our cherry tree\; though generally smaller\.

Jane. I have been told that what we call green tea, is dried on copper-plates, and is less healthy than the other kinds.

Ma. What you say, I believe, is true. The black teas, as they are called, are dried on iron plates, and are not tinctured with the poisonous qualities of the heated copper. Each leaf, after being wilted by the steam of boiling water, is rolled by the hand of a female.

Jane. Do the plants grow from seeds, or from cuttings?

Ma. They grow from seeds. They are planted in the month of March; six or eight seeds in a hill; of these, probably, not more than two or three grow. These, at a certain age, are transplanted. They begin to yield three years after, and continue until six or eight years old. The leaves then begin to lose their flavour, and the tree is removed to make room for a new shrub.

Mary. If the shrub has seeds, it must also have blossoms; I wonder what they are like?

Ma. They are said to resemble our wild white rose; and the roots of the plant are like those of our pear tree.

(Lesson 59.) ARITHMETIC.

Reduction. Long Measure, &c.

1. Reduce 27 feet to inches. *Ans.* 27×12=324 in.
2. Bring 48 yards into inches. *Ans.* 1728 in.
3. Bring 4352 inches into yards. *Ans.* 120 - 2 - 8.
4. Suppose it is 160 miles from Albany to New-York, how many barley corns? *Ans.* 30412800.
5. Bring 2285160 barley corns into miles.
Ans. 11 - 7 - 38 - 2 - 2.
6. How many barley-corns will encircle the globe at the equator, supposing that circle to be 360°, and each degree 69½ miles?
Ans. 4755801600 b. c.

Square Measure.

1. Bring 4 square feet, to square inches.
4×144=576 sq. in. *Ans.*
2. Bring 120 sq. yds. into sq. in. *Ans.* 155520 sq. in.
3. Bring 4392 perches into acres. *Ans.* 27 - 1 - 32.
4. A. had 24 acres, and sold 17 acres, 3 roods? what had he left? *Ans.* 1000 perches.
5. Bring square yds. 29 - 2 - 102 into inches.
Ans. 37974 sq. inches.

(Lesson 60.) GRAMMAR.

Exercises in Parsing.

RULE 17. When the past participle is used without a helping verb, then it belongs, like an adjective, to some noun or pronoun expressed or implied; as, James has a boy well taught.

In this example, *taught is a Past Participle, from the verb, to teach; and refers to the noun, boy, rule* 17.

Joseph found himself severely afflicted. You saw the boy badly beaten. She saw him highly honoured. The master teaching that class, talks much. Jane, having closed her book, walked out. Mary has a book well bound. Who does that work? Whom did you see? Whose horse did he ride? I, whom you call, hear your voice. You gave me a peach.

(Lesson 61.) SPELLING.

lank ness	*lăngk'nĕs*	lent ons	*'lĕnt'ŭns*
lan turn	*lăn'tŭrn*	leop ard	*lĕp'pŭrd*
lap pet	*lăp'pĭt*	lep rous	*lĕp'prŭs*
lar um	*lăr'rŭm*	les sen	*lĕs'sn*
lash er	*lăsh'ŭr*	les ser	*lĕs'sŭr*
last ing	*lăst'ing*	let ter	*lĕt'tŭr*
last ly	*lăst'lĕ*	let tuce	*lĕt'tis*
latch er	*lătsh'ŭr*	lev el	*lĕv'vĭl*
latch et	*lătsh'ĭt*	lev en	*lĕv'vĕn*
lat in	*lăt'tĭn*	lev y	*lĕv'vĕ*
lat ter	*lăt'ŭr*	lic tor	*lĭk'tŭr*
lat tice	*lăt'tis*	lift er	*lĭf'ŭr*
lax ness	*lăks'nĕs*	lil y	*lĭl'lĕ*
lead en	*lĕd'dn*	lim beck	*lĭm'bĕk*
learn ed	*lĕrn'ĕd*	limb ed	*lĭm'd*
learn ing	*lĕrn'ing*	lim ber	*lĭm'bŭr*
learn er	*lĕrn'ŭr*	lim it	*lĭm'mĭt*
leath er	*lĕt'h'ŭr*	lim ner	*lĭm'nŭr*
leav en	*lĕv'vn*	linch pin	*lĭnsh'pĭn*
lec tion	*lĕk'shŭn*	lin en	*lĭn'nĭn*
lec ture	*lĕk'tshŭre*	ling er	*lĭng'gŭr*
leg er	*lĕd'jŭr*	lin go	*lĭng'gō*
lem on	*lĕm'mŭn*	lin guist	*ling'gwĭst*
lend er	*lĕnd'ŭr*	link boy	*Jĭngk'bŏĕ*
length en	*lĕngt'h'n*	lin net	*lĭn'nĭt*
lent or	*lĕnt'ŭr*	lin stock	*lĭn'stŏk*

(Lesson 62.) READING.

Dialogue, &c.—Sugar and the Sugar Cane.

Mary. Mamma', with our tea', we generally have sugar; will you have the goodness to describe that next'?

Ma. Sugar, is made from the juice of a plant known by the name of sugar cane. It grows in the East and West Indies', and in the southern parts of America.

Jane. I believe I have seen pieces of the sugar cane in casks of sugar opened for sale. Does it not grow high, like the reed'; and has it not', like that plant', alternate joints'?

Ma. It usually grows to the height of a man's head; the bark, or skin, is soft', and the inner parts' of a spongious, pulpy nature', resembling, altogether, a very large corn stalk. It

sometimes grows an inch in diameter. What then must be its circumference?

Mary. In that case, the diameter means through or across its centre; and circumference, the girth or circle round it.

Jane. You are right, sister; and the ratio of the circumference, to the diameter of any circle, is nearly as three to one; hence, if the diameter is one inch, the circumference must be a fraction more than three inches.

Ma. Very handsomely answered, my daughters. The joints or knots of the sugar cane, are about eighteen inches apart; and near the top, several long, broad, green leaves shoot out, in the centre of which, rises a handsome blossom. When the cane is about a year old, it becomes ripe; the leaves are then pulled off, and the cane cut and taken to a rude mill, where they are crushed, and the juice pressed from them; this is carried, by a pipe, into the sugar house, and there boiled.

(Lesson 63.) ARITHMETIC.

Reduction.—Cubic Measure, &c.

1. In 36 cords of wood, how many feet?
   $36 \times 128 = 4608$ feet. *Ans.*
2. Bring 19 tons of round timber into cubic feet.
   Ans. 760 feet.
3. Bring 14 tons of hewn timber into cubic inches.
   Ans. 1209600 inches.
4. Bring 5667840 cubic inches into tons? *Ans.* 82 tons.
5. Bring 4608 cubic feet into cords. *Ans.* 36 cords.
6. A.'s wood pile is 96 feet long, 5 feet high, and 4 feet wide; how many cords? *Ans.* 15 cords.

Liquid Measure.

1. In 17 quarts, how many pints? *Ans.* 34 pints.
2. Bring 28 gallons into quarts. $28 \times 4 = 112$ qts. *Ans.*
3. Bring 5 hhds. into gallons. *Ans.* 315 gallons.
4. Bring 110 gallons to pints. *Ans.* 880 pints.
5. Bring 10080 pints into tuns. *Ans.* 5 tuns.
6. Bring 8 bbls. each $31\frac{1}{2}$ gallons, into pints.
   Ans. 2016 pints.

(Lesson 64.) GRAMMAR.

Inflection of the verb Walk.

Present Time.—Subjunctive Mood.

Singular Number.	*Plural Number.*
1st per. If I walk,	If we walk,
2d do. If you walk,	If you walk,
3d do. If he, &c. walks.	If they walk.

Imperfect Time.

Singular Number.	*Plural Number.*
1st per. If I walked,	If we walked,
2d do. If you walked,	If you walked,
3d do. If he, &c. walked.	If they walked.

Exercises in Parsing.

If I come I will help you. If you are good, you are happy. Mary will walk into the field unless it rains. Though a liar speaks the truth, he will hardly be believed. Moses must stay, if James goes. If they come, they may bring the books. You get no pay, unless you play. If he were to laugh, he would be known at once.

OBS. *The Conjunction is frequently understood; the mood is nevertheless subjunctive. As: Were he to laugh, he would be known at once. Were I to act for you, the game would be immediately up. That is, if I were, &c.*

(Lesson 65.) SPELLING.

li quor	*lĭk'kŭr*	love lorn	*lŭv'lôrn*
lisp er	*lisp'ŭr*	love ly	*lŭv'lē*
lis ten	*lĭs'sn*	lov er	*lŭv'ŭr*
list less	*list'lĕs*	love sick	*lŭv'sĭk*
lith arge	*lĭt'h'ârge*	love song	*lŭv'sông*
lithe some	*lĭt'h'sŭm*	love suit	*lŭv'sūte*
lit ter	*lit'tŭr*	love tale	*lŭv'tāle*
lit tle	*lĭt'tl*	love toy	*lŭv'tôē*
live long	*lĭv'lŏng*	love trick	*lŭv'trĭk*
liv er	*liv'ŭr*	lov ing	*lŭv'ing*
liv ing	*liv'vĭng*	lub bard	*lŭb'bŭrd*
liz ard	*lĭz'zŭrd*	lub ber	*lŭb'bŭr*
lob by	*lŏb'bē*	luck less	*lŭk'lĕs*
lob ster	*lŏb'stŭr*	luck y	*lŭk'kē*
lock er	*lŏk'kŭr*	lug gage	*lŭg'gĭdje*
lock et	*lŏk'kĕt*	lum ber	*lŭm'bŭr*
lock ram	*lŏk'krŭm*	lump ish	*lŭmp'pĭsh*
lodg er	*lŏdje'ŭr*	lump y	*lŭmp'pē*
lof ty	*lŏf'tē*	lun cheon	*lŭn'shŭn*
log ick	*lŏdj'ĭk*	lurk er	*lŭrk'ŭr*
log wood	*lŏg'wŭd*	lus cious	*lŭsh'ŭs*
log boat	*lŏg'bōte*	lus tre	*lŭs'tŭr*
long ly	*lŏng'lē*	lus trous	*lŭs'trŭs*
long some	*lŏng'sŭm*	lus ty	*lŭs'tē*
lop per	*lŏp'pŭr*	lyr ick	*lĭr'rĭk*
love knot	*lŭv'nŏt*		

(Lesson 66.) READING.

Dialogues, &c.—Loaf Sugar.

Mary. In describing the process of making sugar, you said the juice of the cane was boiled.

Ma. Yes, it is first mixed however with lime or pot ash, which causes the oily parts to separate in the form of a thick scum, which is skimmed off the syrup. The juice is boiled, until completely cleansed from all its impurities, and then it is sugared off; that is, boiled down to a thick consistency, which, when cool, has a coarse, sandy grit; this we call brown sugar.

Jane. And from the brown sugar, the loaf sugar is manufactured; is it not?

Ma. Yes; It is again melted, however, and again clarified with bullock's blood, or the white of eggs, and then formed into loaves for market.

Mary. Bullock's blood, mamma! how filthy!

Ma. And yet you will continue to be fond of sweetmeats! The blood, from its gummy qualities, being well stirred into the syrup, cleaves to every impurity, and then rises with it to the surface, whence it is removed, and the syrup left pure.

Mary. O! that is different from what I thought.

Ma. I hope you will guard against such premature expression of your opinions, and wait until you are perfectly acquainted with the subject in question, in all its parts and under all its aspects; or you may be charged with impertinence.

(Lesson 67.) ARITHMETIC.

Reduction of Dry Measure &c.

1. In 13 quarts, how many pints? $13\times2=26$ pts. *Ans.*
2. Bring 32 pecks to quarts. *Ans.* 256 qts.
3. Bring 7 bushels to pecks. *Ans.* 28 pks.
4. Bring 12 bushels to pints *Ans.* 768 pts.
5. Bring 480 quarts to bushels. *Ans.* 15 bush.
6. Bring 24 bu. 1 pk. 2 qts. 1 pt. to pints. *Ans.* 1557 pts.

Measure of Time.

1. Bring 30 minutes to seconds. $30\times60=1800$ sec. *Ans.*
2. Bring 12 hours to minutes. $12\times60=720$ min. *Ans.*
3. Bring 12 years to months. *Ans.* 144 mo.
4. Bring 121800 seconds into hours. *Ans.* 33 h. 50 m.
5. Bring 3d. 5h. 29m. into minutes. *Ans.* 4649 min.
6. From 2d March to 19th Nov. how many days? *Ans.* 262.

(Lesson 68.) GRAMMAR.

Subjunctive Mood.

OBS. 1. *The verb in the subjunctive mood, in all the tenses,*

is inflected the same as in the indicative mood, except shall, and not will, is used, in second future time, with all the persons and numbers.

Second Future Time.

	Singular Number.	*Plural Number.*
1st p.	If I shall have walked,	If we shall have walked.
2d "	If you shall have walked,	If you shall have walked.
3d "	If he, she, or it shall have walked.	If they shall have walked.

Obs. 2. *Correct writers use the present time of the subjunctive mood, in two forms. In the first, the verb changes its ending in the third person singular; in the second form, it does not.*

Subjunctive Mood.—Present Time.

First Form.

	Singular Number.	*Plural Number.*
1st per.	If I walk,	If we walk,
2d "	If you walk,	If you walk,
3d "	If he, she, or it walks.	If they walk.

Second Form.

1st per.	If I walk,	If we walk,
2d "	If you walk,	If you walk,
3d "	If he, she, or it walk.	If they walk.

Note. The reason offered for this distinction is, that when future time is implied, a helping verb is also implied, and the second form obtains; as, if he, she, or it shall walk, &c.

(Lesson 69.) SPELLING.

mad am	*măd'ŭm*	mas tick	*măs'tik*
mad cap	*măd'kăp*	mas tiff	*măs'tĭf*
mad den	*măd'dn*	mast less	*măst'lĕs*
mad der	*măd'dŭr*	mat in	*măt'ĭn*
mad ly	*măd'lē*	mat rice	*măt'rĭs*
mad ness	*măd'nĕs*	mat ter	*măt'tŭr*
mag got	*măg'gŭt*	mat tock	*măt'tŭk*
mag ick	*mădj'ĭk*	mat tress	*măt'trĭs*
mag pie	*măg'pī*	max im	*măks'ĭm*
mal ice	*măl'lĭs*	mead ow	*mĕd'dō*
mal let	*măl'lĭt*	med al	*mĕd'dăl*
mel lows	*mĕl'lōze*	med dle	*mĕd'dl*
man age	*măn'ĭdje*	med ler	*mĕd'lŭr*
manch et	*măntsh'ĭt*	med ley	*mĕd'lē*

man gle	*măn'gl*	mel low	*mĕl'lō*
man go	*măng'gō*	mel on	*mĕl'lŭn*
man hood	*măn'hŭd*	mem ber	*mĕm'bŭr*
man less	*măn'lĕs*	men ace	*mĕn'nāse*
man ly	*măn'lē*	mend er	*mĕnd'ŭr*
man ner	*măn'nŭr*	ment al	*mĕnt'tăl*
man or	*măn'nŭr*	men tion	*mĕn'shŭn*
man sion	*măn'shŭn*	mer cer	*mĕr'sŭr*
man tle	*măn'tl*	mer cy	*mĕr'sē*
man y	*mĕn'nē*	mer maid	*mĕr'māde*
mas sive	*măs'siv*	mer ry	*mĕr'rē*
mas sy	*măs'sē*		

(Lesson 70.) READING.

Dialogue, &c.—Molasses, Candy, Distillation, &c.

Jane. Is not molasses/, or treacle, the coarse remains of the syrup/?

Ma. Treacle, or Molasses, is made from the remains of the syrup/, and the drainings of the brown sugar\. And there is a kind called sugar baker's molasses/, which is made from the remains of loaf sugar\.

Mary. And sugar candy\, mamma\, of what is that made\?

Ma. Sugar candy is merely common brown sugar/, clarified, crossed by strong threads/, and placed in a stove\. The stove is then heated to a high degree/, by the warmth of which the sugar is crystallized or made transparent/, and fixed to the threads\.

Mary. Yes\; I have often seen threads attached to sugar candy\; but barley sugar is a different preparation, I suppose\.

Ma. Barley sugar takes its name from the circumstance of its having been formerly boiled in a decoction of barley\; but now pure water is used/, and it renders the sugar much clearer\. A little lemon peel is sometimes added to the syrup/, and it is then formed into twisted sticks for market\.

Jane. I think I have been told that rum is made of molasses\.

Ma. Rum is a spirit, distilled from molasses/, or the coarser parts of brown sugar\.

Mary. Distilled/, mamma/, what does that mean\?

Ma. Distillation is a chemical process\. Heat separates the light parts from the heavy/, which are received on a cold body/, condensed, and restored to a liquid again\. I will explain it to you when we make rose water\.

Jane. I think I know now\. You filled a vessel full of rose leaves and water/, last season/, and placed it over the fire\. The light parts flew off in steam to the upper part of the vessel where it was condensed/, and collected into large drops, which fell from the tube of the vessel into the bottle\. I remember the whole process well\, for I took particular notice\.

(Lesson 71.) ARITHMETIC.

Reduction of Circular Motion.

1. Bring 24 degrees to minutes. 24×60=1440m. *Ans.*
2. Bring 6 signs to minutes. *Ans.* 10800m.
3. Bring 1020300 seconds into signs. *Ans.* 9s - 13° - 25′.
4. Bring 3s - 3 - 18 - 27 into seconds. *Ans.* 443907.

Promiscuous Exercises in Reduction.

1. Bring 98 furlongs into miles. *Ans.* 12m. - 2.
2. Bring T.8 - 15cwt. to cwts. *Ans.* 175 cwt.
3. Bring 157 shillings to pounds. *Ans.* £7 - £7.
4. Bring 175 pecks into bushels. 175÷4=43b. - 3.
5. Bring 103 pints to bushels. *Ans.* bl - 2 - 3 - 1.
6. Bring 7 hhds. 33 gals. into qts. *Ans.* 1896.
7. In 203 days how many weeks? *Ans.* 29.
8. In 74 drams, avoirdupois, how many ounces. *Ans.* 4oz. 10d.
9. Bring 81 qrs. into Ells French. *Ans.* 13 - 3 qr.
10. In 3328 drams how many pounds avoidurpois? *Ans.* 13lb.
11. In 584621 gallons, how many Tuns? *Ans.* 2319 - 3 - 44.
12. In 246 cwt. how many pounds? *Ans.* 27552lb.

(Lesson 72.) GRAMMAR.

The Potential Mood.

OBS. 1. *The Potential Mood is used to express a possibility, a liberty, a will, or an obligation:* as, *She may live, Jane can read, Joseph would ride, Boys should study. The helping verbs which form the Potential Mood, are* may, can, must, will, shall, might, could, would, *and* should. *To these are applied only four of the tenses, to wit: the* present, *the* imperfect, *the* perfect, *and the* pluperfect. *The present tense of the Potential Mood is formed by using the helping verbs,* may, can, must, will, *or* shall, *before the given verb.*

Potential Mood.—Present Time.

	Singular Number.	*Plural Number.*
1st p.	I may, can, must, shall, or will walk.	We may, can, must, shall, or will walk.
2d "	You may, can, must, shall, or will walk.	You may, can, must, shall, or will walk.
3d "	He, she, or it, may, can, must, shall, or will walk.	They may, can, must, shall, or will walk.

Solemn Style, &c. Thou mayest, canst, must, shalt, or wilt walk.

OBS. 1. Must *has no variation in its termination, when used in either style.*

Imperfect Time.

OBS. 2. *The Imperfect Time of the Potential Mood is formed by using* might, could, would, *or* should, *before the verb.*

Singular Number.	*Plural Number.*
1st p. I might, could, would, or should walk.	We might, could, would, or should walk.
2d " You might, could, would or should walk.	You might, could, would, or should walk.
3d " He, she, or it, might, could, would, or should walk.	They might, could, would, or should walk.

mer sion	*mĕr'shŭn*	min ion	*mĭn'yŭn*
mes sage	*mĕs'sĭdje*	min now	*mĭn'nŏ*
met al	*mĕt'tl*	min ster	*mĭn'stŭr*
meth od	*mĕt'h'ŭd*	min tage	*mĭn'tĭdje*
mid day	*mĭd'dā*	mint er	*mĭn'tŭr*
mid dle	*mĭd'dl*	min um	*mĭn'nŭm*
mid dling	*mĭd'lĭng*	min ute	*mĭn'nĭt*
mid night	*mĭd'nīte*	mir ror	*mĭr'rŭr*
mid riff	*mĭd'drĭf*	mirth ful	*mĕrt'h'fŭl*
mid sea	*mĭd'sē*	mis chief	*mĭs'tshĭf*
mil dew	*mĭl'dū*	mis len	*mĭs'lin*
milk en	*mĭl'kn*	mis sile	*mĭs'sĭl*
milk er	*mĭlk'ŭr*	mis sion	*mĭs'shŭn*
milk pail	*mĭlk'pāl*	mis sive	*mĭs'sĭv*
milk y	*mĭlk'ē*	mis ter	*mĭs'tŭr*
mill cog	*mĭl'kŏg*	mis tress	*mĭs'trĕs*
mill dam	*mĭl'dăm*	mis ty	*mĭs'tē*
mil ler	*mĭl'lŭr*	mit tins	*mĭt'tinz*
mil let	*mĭl'lĭt*	mixt ly	*mĭkst'lē*
mil lion	*mĭl'yŭn*	miz zen	*mĭz'zn*
mim ick	*mĭm'ĭk*	mob by	*mŏb'bē*
min gle	*mĭn'gl*	mock er	*mŏk'kŭr*
min im	*mĭn'nĭm*		

(Lesson 74.) READING.

Dialogue, &c.—Brandy, Gin, Wine, &c.

Mary. But', mamma', the drops distilled from the vessel of rose leaves', were perfectly colourless.

Ma. All distilled liquors are colourless; and the dark hue of rum, &c. is subsequently produced by the admixture of some other matter.

Jane. But brandy is not produced from sugar'; is it, mother'?

Ma. Brandy is made of wine by a similar process. It is dis-

tilled, generally, from pricked or spoiled wine; and the mode of doing it, practised in France, is esteemed the best.

Jane. And Gin—we wish to know how that is made.

Ma. Gin, or Geneva, from Genevre, the Juniper, is an ordinary malt liquor, distilled a second time with the addition of Juniper berries.

Mary. We have seen the Juniper, among the shrubbery; and have often squeezed the berries to extract the perfume.

Jane. You said, mother, that brandy is distilled from wine; do inform us how wine is made.

Ma. Wine is the fermented juice of vegetables; of which there are many kinds; but the wine made from grapes is by far the most valuable.

Mary. I have tasted of several kinds, mamma, and you know we have the raspberry, the gooseberry, and the currant wines, all of which are better, I think, than those which Papa drinks with the gentlemen who visit him.

(Lesson 75.) ARITHMETIC.

Reduction.

A. has a pipe of wine, which he puts into pint, quart, and two quart bottles, and of each an equal number; how many bottles has he? Thus:

Gal. 126=1 P. and 126×4=504qts.×2=1008pts.

Then, 2qts. ×2=4 pints.
1×2=2 do.
1pt ×1=1 do.

7 pints in one of each of these bottles; and 1008÷7=144 *Ans.* A. must have 144 bottles of each kind, or 432 in all.

Now, if you wish to know how often an equal number of several unequal things may be had in a given thing of the same name, work after A.'s rule. That is,

RULE. 1. Bring the several unequal things to the lowest given term among them; then bring the given thing of the same name to the same term.

2. Divide the greater by the lesser term, and the quotient will be the answer.

B. has £50, and wants to know how many shillings, ninepences, six-pences, four-pences, and pence, of each an equal number, may be had in it.

Promiscuous Exercises in Reduction.

1. Bring £85 - 10 - 7 into pence. *Ans.* 20527*d.*
2. Bring 1357 pints into bushels. *Ans.* 21b. - 0 - 6 - 1.
3. Bring 8654 square perches to acres. *Ans.* 54a. - 0 - 14.
4. How many spoons of 5oz. 10pwt. each, may be made from 10lb. 1oz. of silver? *Ans.* 22 spoons.
5. In £916 - 10 - 9¾, how many farthings? *Ans.* 879879qrs.

(Lesson 76.) GRAMMAR.

The Potential Mood.

OBS. 1. *The perfect time of the Potential Mood is formed by using the helping verbs,* may have, can have, must have, shall have, *and* will have, *before the past participle.*

Perfect Time.—Potential Mood.

Singular Number.	*Plural Number.*
1st per. I may have walked,	We shall have walked,
2d do. You can have walked,	You will have walked,
3d do. He must have walked.	They may have walked.

OBS. 2. *The pluperfect tense of this mood is formed by using the helping verbs* might have, could have, should have, *or* would have, *before the past participle.*

Pluperfect Time.—Potential Mood.

Singular Number.	*Plural Number.*
1st per. I might have walked,	We might have walked,
2d do. You might have walked,	You might have walked,
3d do. He, &c. walked.	They might have walked.

OBS. 3. *In the solemn and poetic styles, all the helping verbs, in the second person singular, attached to this mood, change their termination, except the helping verb,* must—*that has no change in any case.*

(Lesson 77.) SPELLING.

mod el	*mŏd'dl*	mug gy	*mŭg'gē*
mod ern	*mŏd'dŭrn*	mul ler	*mŭl'lŭr*
mod est	*mŏd'dist*	mul lin	*mŭl'lĭn*
mol lient	*mŏl'yĕnt*	mul let	*mŭl'lĭt*
mon arch	*mŏn'nărk*	mum ble	*mŭm'bl*
mon day	*mŭn'dē*	mum my	*mŭm'mē*
mon ey	*mŭn'nē*	mum per	*mŭm'pŭr*
mon grel	*mŭn'grĭl*	mur der	*mŭr'dŭr*
monk ey	*mŭnk'kē*	murk y	*mŭrk'ē*
monk ish	*mŭnk'ish*	mus cat	*mŭs'kăt*
mon ster	*mŏn'stŭr*	mus cle	*mŭs'sl*
month ly	*mŭnt'h'lē*	musk cat	*mŭsk'kăt*
mop sey	*mŏp'sē*	musk y	*mŭsk'ē*
mor al	*mŏr'răl*	mus lin	*mŭz'lĭn*
mos tick	*mŏs'tik*	mus tard	*mŭs'tŭrd*
moth er	*mŏt'h'ŭr*	mus ter	*mŭs'tŭr*
mot ley	*mŏt'lē*	mus ty	*mŭs'tē*
mox a	*mŏks'ă*	mut ter	*mŭt'tŭr*
mud dle	*mŭd'dl*	mut ton	*mŭt'tn*
mud dy	*mŭd'dē*	muz zle	*mŭz'zl*
mud wall	*mŭd'wâl*	myr tle	*mĕr'tl*
muf fle	*mŭf'fl*	mys tic	*mĭs'tĭk*

(Lesson 78.) READING.

Dialogue, &c.—Different kinds of Fermentation.

Jane. In describing the mode of making wine, you said it was the fermented juice of vegetables; what is meant by fermented?

Ma. Fermentation is the state into which vegetables pass when deprived of the vital principle. The juice of gathered fruits ferments; or, if fruit is left too long on the tree, it soon becomes fermented.

Jane. I have observed in some very ripe gooseberries a peculiar sour taste, or an over ripe flavour; is not that fermentation?

Ma. The gooseberries exhibited the first stages of it, probably, for there are three distinct kinds of fermentation, which generally succeed each other. The first is the vinous, or spirituous; the second is the acetous, or acid; and the third is the putrid fermentation.

Jane. Let me try to explain them, if you please. The first, I imagine, produces wine; the second, vinegar; and the third presents the vegetable matter, whatever it is, in a spoiled state.

Ma. You have done well, my daughter. Moderate heat is necessary to produce fermentation; but a high degree of heat will produce the acetous fermentation instead of the vinous.

Mary. I now remember, that the cook, last year, complained that the warm weather had turned her raspberry wine into vinegar.

Ma. The addition of a little yeast, which is a product of the vinous fermentation, tends to quicken the operation of fermentation.

Mary. I thought vinous, meant wine; does it not, mamma?

Ma. That is the import generally, but in chemistry, vinous, means the first fermentation of vegetable juices; and yeast is the first fermentation of malt.

(Lesson 79.) ARITHMETIC.

A method of reducing one currency to another.

RULE. 1. Bring the given sum to its lowest name, or to any convenient name.

2. Divide that name by as many of the same as equals one in the currency required. The quotient will be the answer. Thus:

Bring £42 - 12. New-York currency, to federal money.

£42×20+12=852s.÷8s.=106.50.

OBS. 1. *The proof of this operation will furnish a rule, by which federal money may be changed into any currency.*

RULE. 1. Multiply the given sum in federal money by the shillings, which equal a dollar at the given place.

2. Divide the product by 20, and the quotient will be pounds, in the currency required. Thus: Change $106,50, to pounds &c. N. Y. currency.

$106.50×8=852s.÷20=£42 - 12 *Ans.*

OBS. 2. *If there is a remainder after dividing by 20, then multiply it by 12, for pence, and any farther remainder, by 4, for farthings.*

(Lesson 80.) GRAMMAR.

Exercises in Parsing.

RULE 18. When verbs are coupled by conjunctions, expressed or implied, then they must have the same mood and time. And when in the subjunctive mood, they must have the same form; as, The child rides and walks alternately. *In this sentence, the verbs, rides, and walks, are both in the indicative mood and present tense; and they agree respectively with the subject, child, in the third person, singular number.*

The boy reads and writes. If he is steady and faithful, he will improve. If he get riches, and make not a good use of them, he fails. Should you wish improvement, seek it. If you love virtue, or a good name, behave well. He may improve his mind, if his industry be brought into action. She laughed and cried for joy. I could have guessed the riddle, and discovered the trick. They may have been here once or twice, but not thrice. Every sentence must have one subject, and one verb.

Questions on the 21st Chapter.

Arithmetical Exercises.

LESSON 15.

1. What is said of remainders?
2. What are they a part of?
3. What are remainders?
4. What figures express a half?
5. What kind of fractions are they?
6. What are mixed numbers?
7. What stands for three and one fourth, &c.?
8. What is the upper term?
9. What is the lower term?
10. How are the examples read?

LESSON 19.

1. Rule for adding mixed numbers?
2. What of the observation, &c.?
3. What the rule for subtracting, (see Lesson 31.)

LESSON 27.

1. Rule for multiplying mixed numbers?
2. What the second rule, &c.?
3. Rule for dividing mixed numbers, (see Lesson 23.)

LESSON 39.

1. What is reduction?
2. How many kinds?
3. What reduction descending?
4. What reduction ascending?
5. What the proof, &c.?
6. What rule, &c.?
7. What of the note, &c.?

LESSON 43.

1. What is the second rule in reduction?
2. How is it illustrated?
3. What of the note, &c.?

LESSON 47.

1. To reduce dollars to dimes?
2. Reduce dollars to cents?
3. Reduce dollars to mills
4. What of the note, &c.?
5. Reduce New-York money to cents?
6. Reduce pounds to shillings?
7. Reduce shillings to pence?
8. Reduce pence to farthings?
9. Reduce New-York money to dollars?
10. What general rules may be adopted in all cases of reduction?
11. Can you find any exception?

LESSON 75.

1. What is the object of this lesson?
2. The first step in the rule?
3. The second step in the rule?
4. What kind of reduction is it?

LESSON 79.

1. What the object of this lesson?
2. The first step in the rule?
3. The second step in the rule?
4. What the observation?
5. The first step in the proof?

6. The second step in the proof?
7. The second observation?

Grammatical Exercises.

LESSON 4.

1. What is said of the relative, who?
2. What of the relative, which?
3. What of the relative, that?
4. When is as, a relative?
5. What is the observation, &c.?

LESSON 8.

1. What are conjunctions?
2. What are the kinds?
3. Of the copulative conjunction
4. Its offices in sentences, &c.?
5. What are the principal?
6. The disjunctive conjunction?
7. Its office in sentences?
8. What are the principal?

LESSON 12.

1. What the 13th rule of syntax?
2. How is it illustrated?
3. What of the obs., &c.?

LESSON 16.

1. What is an interjection?
2. What is remarked of them?
3. What the example, &c.?
4. What of the notes, &c.?

LESSON 20.

1. What the 14th rule of syntax?
2. What of the first observation?
3. What of the second observation?

LESSON 24.

1. What the 15th rule of syntax?
2. The example and illustration?
3. What is apposition?

LESSON 28.

1. What is the 16th rule of syntax?
2. How is it explained?
3. What the first observation?
4. What the second observation?

LESSON 32.

1. What does mood imply?
2. What of the not.?
3. How many moods, and what?
4. Describe the infinitive mood.
5. What is tense, and how many?
6. What are the examples?
7. What the second note?
8. What the observation?

LESSON 36.

1. What of the division of time?
2. What, and why the subdivisions?
3. What of the note, &c.
4. When are verbs called regular?
5. When are they irregular?
6. What is the conjugation of verbs?
7. What the examples, &c.
8. What of the second note?
9. What of the third note?

LESSON 40.

1. Inflect walk, pres. tense sin.
2. do. imperfect and participle.
3. Plural number, present time?
4. Plu. past, and participle.
5. What of the first obs., &c.?
6. What of the second obs., &c.?

LESSON 48.

1. What is the indicative mood?
2. How is the perfect time formed?
3. Inflect walk, perfect time, sing.
4. do. do. plu. number.
5. do. pluperfect time, sing.
6. do. do. plu. num.
7. do. solemn style, &c.

LESSON 52.

1. How the first future time formed?
2. Inflect walk, in this time, sing.
3. do. do. plu. numb.
4. How the second future time formed?
5. How inflected in both numbers?
6. What the note on the subject?

LESSON 60.

1. What is the 17th rule of syntax?
2. What the illustration, &c.?
3. Inflect the verb found, through the tenses of the indicative mood.

LESSON 64.

1. What is the subjunctive mood?
2. Inflect walk, pres. time sing.
3. Do. pres. time, plur.
4. Do. imperf. time, sing.
5. Do. do. do. plur.
6. What of the observation?

LESSON 68.

1. What of the first observation?
2. Inflect walk, 2d future, sing.
3. Do. do. do. plur.
4. What the second observation?
5. Inflect the first form sing. and plu.
6. Do. the second form, sing. and plu.
7. What of the note, &c.?

LESSON 72.

1. How is the potential mood used?
2. What the examples offered?
3. What the helping verbs?
4. What the tenses?
5. How is the present time formed?
6. Inflect walk, present time, sing.
7. Do. do. do. plural.
8. Do. do. do. solemn style.
9. What of first observation?
10. What the second observation?
11. How the imperfect time formed?
12. Inflect walk, in this time.

LESSON 76.

1. How is the perfect time of this mood formed?
2. Inflect walk, in this time, sing. and plur.
3. How is the pluperf. time formed?
4. Inflect walk, in this time.
5. What of observation third?

LESSON 80.

1. What the 18th rule of syntax?
2. If in the subjunctive mood?
3. How illustrated?

CHAPTER XXII.

(Lesson 1.) SPELLING.

Words of two Syllables, accented on the second; vowels short

naph tha	*năp'thă*	nod dy	*nŏd'dē*
nap less	*năp'lĕs*	non age	*nŏn'ăd̆je*
nap py	*năp'pē*	non suit	*nŏn'sūte*
nar row	*năr'rō*	nos le	*nŏz'zl*
nas ty	*năs'tē*	nov ice	*nŏv'vĭs*
neck lace	*nĕk'lāse*	nour ish	*nŭr'ĭsh*
nec tar	*nĕk'tŭr*	nox ious	*nŏk'shŭs*
neth er	*nĕth'ŭr*	num ber	*nŭm'bŭr*
neph ew	*nĕv'vū*	numb ness	*nŭm'nĕs*
nerve less	*nĕrv'lĕs*	nup tial	*nŭp'shăl*
nerv ous	*nĕr'vŭs*	nurs er	*nŭrs'ŭr*
nerv y	*nĕrv'ē*	nur ture	*nŭr'tshūre*
nest egg	*nĕst'ĕg*	nus tle	*nŭs'sl*
nes tle	*nĕs'sl*	nuz zle	*nŭz'zl*
net work	*nĕt'wŭrk*	ob ject	*ŏb'jĕkt*
nev er	*nĕv'ŭr*	oc tant	*ŏk'tănt*
nib bl	*nĭb'bl*	oc tile	*ŏk'tīl*
nig gard	*nĭg'gŭrd*	oc tave	*ŏk'tāve*
nim ble	*nĭm'bl*	odd ly	*ŏd'lē*
nim bly	*nĭm'blē*	odd ness	*ŏd'nĕs*
nin ny	*nĭn'nē*	of fal	*ŏf'făl*
nip per	*nĭp'pŭr*	of fer	*ŏf'fŭr*
nip ple	*nĭp'pl*	of fice	*ŏf'fĭs*
nit id	*nī'tĭd*	off set	*ŏf'sĕt*
nit ly	*nĭt'lē*	off spring	*ŏf'sprĭng*
noc turn	*nŏk'tŭrn*	of ten	*ŏf'fn*
nod der	*nŏd'dŭr*	oft times	*ŏft'tīmz*
nod dle	*nŏd'dl*		

(Lesson 2.) READING.

Dialogue, &c.—Beer, Porter, Cider, Perry, &c.

Jane. But', mother', does not sugar *prevent* fermentation'?

Ma. I apprehend it does not\; for the presence of sweet juice is absolutely necessary to *induce* it\.

Jane. Why then do we put sugar with sweetmeats and fruits when preserved\?

Ma. Not so much for the purpose of *keeping* the fruit', as for that of giving it a pleasant *flavour*\. It is the *boiling* of the fruit that preserves it from fermentation'; and if fruit could be sufficiently boiled in its *own* juice', it would keep perfectly well\.

The difficulty is, the juice cannot be easily extracted without the *aid* of sugar.

Jane. I now recollect, you covered the peeled apricots last year, with sugar, and the next day they were swimming in liquid.

Mary. And when the currant jelly is likely to spoil, the cook boils it over again; but I wish to know of what beer, cider, &c. are made.

Ma. Beer or ale is made from a mixture of hops and malt. Porter is a liquor made also of hops and malt, worked with yeast. Cider is the expressed juice of *apples*; it is first *sweet*; but it soon ferments, and a clear vinous spirit is obtained.

Perry is the expressed juice of *pears*, prepared in a similar way. Mead is a liquor made of honey and water, fermented by yeast; and vinegar can be procured from almost all the above vinous preparations. *Wine* makes the best, and *cider* is considered *second* best. But vinegar is the production of *acetous* fermentation; which may be hastened by the presence of sugar, or any other sweet ingredient.

OBS. *I would respectfully suggest to the teacher, the propriety of conducting the reading exercises in classes of ten or twelve pupils, and of attending, particularly, to the* MANNER *in which each sentence is pronounced. For this purpose, it will be greatly advantageous to the scholar, to hear each sentence read first by the teacher, and to have the inflections of the voice pointed out, and emphasis properly applied. Finally when the exercise is closed, it will be necessary for the teacher to submit a variety of questions to the pupils of the class calculated as well to explain the subject, as to determine what is understood of it by the pupil.*

A Table of Coins which pass current in the U. S. of N. America, with their Sterling and Federal value.

Names of Coins.	Standard Weight	Sterling Money of Gt. Britain.	Vermont, N. Hampshire, Mass. Rhode Island, and Virginia.	New-York and N. Carolina.	New-Jersey, Penn. Del. and Maryland.	S. Carolina, and Georgia.	Federal Value.
GOLD.	dwt. gr.	l. s. d.	l. s. d.	l. s. d.	l. s. d.	l. s. d.	D. C. M.
A Johannes,	18 0	3 12 0	4 16 0	6 8 0	6 0 0 0	4 0 0	16 0 0 0
An half Js.,	9 0	1 16 6	2 8 0	3 4 0	3 0 0 0	2 0 0	8 0 0 0
A Doubloon,	16 21	3 6 0	4 8 0	5 16 0	5 12 6	3 10 0	14 95 3
A Moidore,	6 18	1 7 0	1 16 0	2 8 0	2 5 0	1 8 0	6 0 0 7
An E. Guinea,	5 6	1 1 0	1 8 0	1 17 0	1 15 0	1 1 9	4 66 7
A Fr. Guinea,	5 5	1 1 0	1 7 6	1 16 0	1 14 6	1 1 5	4 60 0
A Sp. Pistole,	4 6	0 16 6	1 2 0	1 9 0	1 8 0	0 18 0	3 77 3
A Fr. Pistole,	4 4	0 16 0	1 2 0	1 8 0	1 7 6	0 17 6	3 66 7
A £ Sterling,							4 44 4
SILVER.							
An E. or Fr. cr.	18 0	0 5 0	0 6 8	0 8 9	0 8 3	0 5 0	1 10 0
Doll. of Sp.	17 0	0 4 6	0 6 0	0 8 0	0 7 6	0 4 8	1 0 0
Sw. or Dk.							
An E. shilling,	3 18	0 1 0	0 1 4	0 1 9	0 1 8	0 1 1	0 22 2
A Pistareen.	3 11	0 0 10½	0 1 2	0 1 7	0 1 6	0 0 11	0 20 0

☞ All other Gold Coins of equal fineness, at 89 cents per dwt., and Silver at 111 cents. per oz.

(Lesson 3.) ARITHMETIC.

Exercises in the Reduction of the Currencies.

1. Bring 32 Johannes to New-York currency, and then to Federal money. £6 – 8 = 1 Johannes, New-York currency, $6\times20+8=128s.\times32\div20=£204-16.$

£204×20+16+8=$512 *Ans.*

2. In 325 Doubloons, how many £ New-England currency, and how many dollars? *Ans.* £1439. $4766.67, nearly.

3. In 213 Moidores, how many £ Pennsylvania currency, and how many dollars? *Ans.* £479 – 5. $1278.

4. In 321 English guineas, how many £ New-York currency, and how many dolls.? *Ans.* £593 – 17. $1481.63.

5. In 132 French guineas, how many £ sterling, and how many dollars? *Ans.* £138 – 12. $607.20.

6. Change 224 Spanish pistoles to £ New-York currency, and then to dollars. *Ans.* £324 – 16. $812.

7. Change 224 French pistoles to £ New-York currency, and then to dollars. *Ans.* £313 – 12. $784.

(Lesson 4.) GRAMMAR.

Exercises in Parsing.

OBS. *The 14th and 18th rules, (the first of which provides that conjunctions connect nouns and pronouns in the same case, and the second, that conjunctions connect verbs in the same mood and tense,) are of familiar construction, and of very extensive application.*

I told him he might go, and stay a week, if he chose. He should have come back at the appointed time, and he would have met with favour. Bid him call to-morrow. Ask him the time of day, and when he leaves home. Time and chance happen to all. The winds blew, and the rains descended, and beat upon that house, and it fell. Hear her and her sister sing and play. Bid him and his brother read and write. She loves to study and work, and I will let her try to write and speak.

(Lesson 5.) SPELLING.

one ness	*wŭn'nĕs*	pan cake	*păn'kāke*
on ion	*ŭn'yŭn*	pan dect	*păn'dĕkt*
op tic	*ŏp'tĭk*	pan el	*păn'nĭl*
op tion	*ŏp'shŭn*	pan ick	*păn'nĭk*
os trich	*ŏs'trĭtsh*	pan ther	*păn't'hăr*
oth er	*ŭt'h'ŭr*	pan try	*păn'trē*
ot ter	*ŏt'tŭr*	pap ous	*păp'pŭs*
ov en	*ŭv'vn*	pap py	*păp'pē*
ox eye	*ŏks'ı*	par rot	*păr'rŭt*
ox heal	*ŏks'hēle*	par ry	*păr'rē*
ox fly	*ŏks'flı*	pas chal	*păs'kăl*
ox lip	*ŏks'lĭp*	pas quin	*păs'kwĭn*
ox stall	*ŏks'stâl*	pas sage	*păs'sĭdje*

ox tongue	*ŏks'tŭng*	pass er	*păs'sŭr*
pack age	*păk'ĕje*	pass ing	*păs'sing*
pack er	*păck'kŭr*	pass ion	*păsh'ŭn*
pack et	*păk'kĭt*	pass ive	*păs'sĭv*
pad der	*păd'dŭr*	pass port	*păs'pōrt*
pad dle	*păd'dl*	pas tor	*păs'tŭr*
pad dock	*păd'dŭk*	pas ture	*păs'tshūre*
pad lock	*păd'lŏk*	pat ty	*păt'tē*
pal ace	*păl'lĕs*	patch er	*pătsh'ŭr*
pal ate	*păl'lăt*	pat ent	*păt'tĕnt*
pal ette	*păl'lĭt*	pat ly	*păt'lē*
pall mall	*pĕl'mĕl*	pat tine	*păt'tĭn*
palm per	*pălm'pŭr*	pat tern	*păt'tŭrn*

(Lesson 6.) READING.

Dialogue, &c.—Of Coffee, &c.

Jane. Mother′, I am happy to find that you are *better* to day

Ma. I am quite *well* my child\; and I enjoy it the more fr having endured some pain\. *Health′*, my dear′, is one of th greatest blessings of life\; those who possess it can never be to thankful for the gift\.

Mary. The wealth of the *world* cannot buy it′; nor woul *riches* be of any use, were people *sick* and unable to use them

Ma. Hence, health is more than an equivalent for wealth\ and we need not grudge the man his happiness who has the *lat ter′* and not the *former*\.

Jane. I always sincerely pity those who are sick′ and in pain

Ma. *Pity* is a kind of soothing emotion\; it costs but *little′* and effects *much*\. It blesses him that *gives* it′, and him that *re ceives* it\. I hope you will cherish this sentiment′, my daughters′ and let your attainments in *knowledge′*, amend your hearts′ advance your *wisdom!* and improve and strengthen your virtue\ Of what did you propose to chat this evening\?

Mary. I wish to know something of coffee\, cocoa\, choco late\, &c.

Ma. Coffee is the berry of a plant that grows in Arabia′, and in the East and West Indies\. It is produced from seed, in a rich light soil\; wants much watering′, and is transplanted\. The plan bears well the *third* year\; the fruit′, when ripe′, is of a *redish* cast\; it is shaken from the trees′, and hulled in a mill\; the ber ry is then dried′, and packed for market\.

Jane. The coffee′, before it reaches the cup\, is then roasted\ ground′, and boiled in water\.

Mary. How much trouble before we can drink a cup of coffee\!

(Lesson 7.) ARITHMETIC.

Exercises in the Reduction of Currencies.

8. Change £236 Sterling, to Federal money, and then to £ New-York currency.

£236×$4.444.=$1048.784×8÷20=£419 – 10 – 3.

9. Change £19 - 10 Sterling, to dollars, and then to £ New-England currency. *Ans.* $86.666 £25 - 19 - 11 - 3.

10. Change £2565 - 10 Sterling, to dollars, and then to Georgia currency. *Ans.* $11402.22 £2660 - 10 - 4 - 1.

11. Change 672 crowns to £ Sterling, and then to dolls. *Ans.* £168. $746,666.

12. Change 978372 shillings Sterling, to dollars.
978372÷22.2=$217198.58.

13. How many crowns worth $1.10, may be had in 364 Moidores, worth $6 each? *Ans.* 1985.46 nearly.

14. A Spanish Pistole is worth 29s in New-York, how many of them will equal $1236? *Ans.* 340 $\frac{2}{3}$

(Lesson 8.) GRAMMAR.

Of the Infinitive Mood.

The Infinitive mood is that form of the verb, which expresses an action in general, but not the action of any subject or agent. It is distinguished by the preposition, to, either expressed or understood, immediately before it; as, to read, to write, to walk, to be, to live, to die, &c. This verb has neither person, nor number; but it is governed, and sometimes governs. It is used only in two tenses; the Present and Perfect.

Infinitive Mood.

Present Time.	*Perfect Time.*
To be,	To have been,
To write,	To have written,
To walk,	To have walked,
To love,	To have loved.

NOTE. This form of the verb, may be regarded as the root from which all the other forms of the verb are derived; and it is used without the sign of the preposition, to, before the following verbs: bid, dare, feel, see, make, need, hear, and let.

(Lesson 9.) SPELLING.

pearl y	*pĕrl'ē*	phos phor	*fŏs'fŭr*
peas ant	*pĕz'zĕnt*	phren sy	*frĕn'zē*
peb ble	*pĕb'bl*	phys ick	*fiz'zĭk*
peb bly	*pĕb'blē*	pick axe	*pĭk'ăks*
ped ant	*pĕd'dănt*	pick back	*pĭk'băk*
ped dle	*pĕd'dl*	pick er	*pĭk'kŭr*
ped ler	*pĕd'dlŭr*	pick le	*pĭk'kl*
pel let	*pĕl'lĭt*	pick lock	*pĭk'lŏk*
pen ance	*pĕn'nănse*	pic ture	*pĭk'tshŭre*
pen cil	*pĕn'sĭl*	pig eon	*pĭdj'in*
pen non	*pĕn'nŭn*	pig my	*pĭg'mē*
pen ny	*pĕn'nē*	pil fer	*pĭl'fŭr*
pen sion	*pĕn'shŭn*	pil lage	*pĭl'lĭdje*
pen sive	*pĕn'sĭv*	pil lar	*pĭl'lŭr*
pep per	*pĕp'pŭr*	pil lion	*pĭl'yŭn*
pep tick	*pĕp'tĭk*	pil low	*pĭl'lō*

per fect	*pĕr'fĕkt*	pim ple	*pĭm'pl*
per ry	*pĕr'rē*	pin crase	*pĭn'krāse*
per son	*pĕr'sŭn*	pin cers	*pĭn'surz*
pert ly	*pĕrt'lē*	pin ion	*pĭn'yŭn*
pert ness	*pĕrt'nĕs*	pin nace	*pĭn'ās*
pes ter	*pĕs'tŭr*	pin ner	*pĭn'nŭr*
pes tle	*pĕs'tl*	pitch er	*pĭtsh'ŭr*
pet ty	*pĕt'tē*	pitch y	*pĭtsh'ē*
phal anx	*fāl'ănks*	pit coal	*pĭt'kōle*
phan tom	*făn'tŭm*	pith less	*pĭth'lĕs*
pheas ant	*fĕz'zănt*	pith y	*pĭth'ē*
fil ter	*fil'tŭr*		

(Lesson 10.) READING.

Dialogue, &c.—The Cocoa tree, Nut, Chocolate, Rice, &c.

Jane. We expect to hear something of the Cocoa.

Ma. Cocoa, or more properly cacao, is the nut of a *tre* which grows in South America. The nut, when dried is ofte used by *itself*; and is then called *cocoa*; and it is also the basi of the paste called chocolate. The cocoa tree is planted in rows and gets its full growth in about eight years. It bears two crop a year, and continues for more than half a century.

Jane. The nuts, I suppose, are gathered, stripped of thei outer shell, and dried; in this state they are called cocoa.

Ma. You are right: but to produce chocolate, the dried nu must be ground to a fine powder, melted, and put into flat pan which shape it into cakes ready for market.

In some countries, the chocolate is mixed with spices, season ed high, and made very rich.

Mary. The *next* subject, I believe, is Rice; where does *tha* grow?

Ma. It grows in Asia, and in the southern parts of North America. In China they raise two crops a year. This is ver *favourable* to the *poor* of that country, who are very nume rous, and who make *rice* their *principal* food. The rice plan requires a very large quantity of water. Growers of rice floo the lands several feet deep; the plant keeps pace in growth wit the rise of the water, so that its summit always floats upon th surface; but the water is let in slowly.

Jane. Asia produces *many* valuable commodities; Tea, Cof fee, Sugar, and Rice.

Ma. That is the country, too, of rich silks and satins; th produce of worms, of which they must keep many millions t supply the world with such quantities of those articles.

(Lesson 11.) ARITHMETIC.

Exercises in the Reduction of Currencies.

15. A. of Boston owes B. of Philadelphia, £250 of B's curren cy, 7s 6d to the dollar; how many dollars must he send him t

pay the debt? Thus: In s7 – 6 are 15 sixpences, in £1 are 40 sixpences, and £250×40=10,000÷15=$666.66 nearly, hence multiply by forty and divide by fifteen.

15. The dollar in Georgia is worth 4s. 8d., and B. of New-York owes £1000 there; how many dollars must he send to pay the debt? £1000×20=20,000s×12=240,000d.; and 4×12+8=56d, then 240,000÷56=$4285.715.

17. B. of New-York, owes C. of London £652 – 10; for what number of dollars will he draw on B. at 4s. 6d. each?

Ans. $2900.

18. How many dollars must A. send from Boston to pay a debt of £720 in New-York, where the dollar is 8s.? *Ans.* $1800.

19. A. of Boston was in France and borrowed 500 pistoles, for which he drew on a house in New-York; how many dollars paid the demand? *Ans.* 1833.50.

(Lesson 12.) GRAMMAR.

Exercises in Parsing.

RULE 19. The infinitive mood of the verb, may be governed by a noun, pronoun, adjective, of participle; as, He ought to read the first authors, &c.

In this example, to read, is an irregular transitive verb, in the infinitive mood, present time; and is governed by the verb, ought, rule 19.

He is willing to read his book. Tell him to write a letter. Bid him lay aside his folly. Dare him to assume it again. Let him be excused. See her write the copy. Hear him plead her cause. Make him forbear. Joseph makes him work. You hear him recite. They are anxious to study. We are wishing to be gone. Mary must let him try to read, and write. He bade the boy to help him move. He was trying to help him.

(Lesson 13.) SPELLING.

pit tance	*pĭt'tănse*	pon iard	*pŏn'yărd*
pit y	*pĭt'tē*	pop py	*pŏp'pē*
piv ot	*pĭv'vŭt*	pos ture	*pŏs'tshūre*
plac id	*plăs'sĭd*	pot herb	*pŏt'ĕrb*
plan et	*plăn'ĭt*	pot age	*pŏt'tĭdje*
plan tain	*plăn'tĭn*	pot ter	*pŏt'tĕr*
plant er	*plănt'ŭr*	prac tice	*prăk'tĭs*
plash y	*plăsh'ē*	prat tle	*prăt'tl*
plas ter	*plăs'tŭr*	pre cious	*prĕsh'ŭs*
plas tick	*plăs'tĭk*	pref ace	*prĕf'fŭs*
plat ter	*plăt'tŭr*	pres age	*prĕs'sădje*
pleas ant	*plĕz'zănt*	pres ent	*prĕz'zĕnt*
plen ty	*plĕn'tē*	press er	*prĕs'ŭr*
plev in	*plĕv'vĭn*	press ing	*prĕs'ĭng*
plod der	*plŏd'dŭr*	press man	*prĕs'măn*
plot ter	*plŏt'tŭr*	press ure	*prĕsh'shūre*

plov er	*plŭv'vŭr*	pret ty	*prĕt'tē*
pluck er	*plŭk'kŭr*	prick le	*prĭk'kl*
plump y	*plŭmp'ē*	prick ly	*prĭk'lē*
plun der	*plŭn'dŭr*	prim er	*prĭm'mĕr*
plŭng er	*plŭnj'ŭr*	prim rose	*prĭm'rōze*
pock et	*pŏk'kĭt*	prince ly	*prĭns'lē*
pock y	*pŏk'kē*	prince ss	*prĭn'sĕs*
pol ish	*pŏl'lĭsh*	print er	*prĭnt'ŭr*
pol len	*pŏl'lĭn*	print less	*prĭnt'lĕs*
pol lock	*pŏl'lŭk*	pris on	*prĭz'zn*
pom mel	*pŭm'mĭl*	priv et	*prĭv'vĭt*
pom pous	*pŏm'pŭs*	priv y	*prĭv'ē*
pon der	*pŏn'dŭr*		

(Lesson 14.) READING.

Dialogue, &c.—Silks, Silk Worms, Silk Insects, &c.

Mary. I hope, mamma, will *now* tell us something about the *making* of silks.

Ma. The management of silk worms is pretty much the same in all parts of the world where they are kept. They are reared in appropriate houses', placed in the centre of a mulberry plantation', and carefully watched night and day.

Jane. I should suppose it must be very amusing to attend them', and observe their several changes. First a small worm coming from an egg,—growing larger and larger', and casting its *skin* several times; *then* a large white worm', when it ceases to eat', and begins to form its silken ball. This it fixes to a paper cone; on the *third* day', it hides from view', and on the *tenth*', the work is done.

Ma. At *that time*', the silk must be wound off', or the worm will *pierce* the ball in its way out.

Jane. The worm is now changed into a dark, brown grub, or chrysalis', which appears nearly *lifeless*; but, at a proper time', out comes a beautiful white *moth* from the dark covering. This moth lays the egg for the supply of worms the next year; flutters about in the rays of the sun', for a little while', and then dies.

Mary. The silk is taken and manufactured into sattins, sarsanets, and ribbons'; and worn by all ranks of people throughout the civilized world.

Ma. In China', they have what they call the silk insect; they propagate without culture', and spin their silk in long filaments, which are hung to shrubs and trees. These are collected', and worked into a kind of silk', not so *handsome* as the silk made by the worm', but much more durable; it washes well', and is sold at a higher price.

(Lesson 15.) ARITHMETIC.

Of Fractions.

NOTE. When figures stand for whole things, they are called Integers, or

whole numbers; but when they stand for parts of things, they are called fractions, or something less than unity.

Fractions are of two kinds, Vulgar and Decimal.

Vulgar Fractions.

In Vulgar Fractions, unity or one is supposed to be divided into equal parts, and these parts make the fraction. This is expressed by two or more figures placed near each other, with a small line between them; as: $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{5}{8}$, &c. The lower or larger figure, shows the parts into which unity is divided, and is called the denominator; and the smaller or upper figure, shows how many of those parts belong to the fraction, and it is called the numerator. All fractions originate in division. The denominator is the divisor, and the numerator is the remainder.

NOTE. Vulgar Fractions may be numerated, added, btracted, multiplied, and divided; they may be reduced, and stated proportion. In short, they are subject to all the rules and principles of ommon arithmetic. The integer, however, may be divided into any indefinite number of parts, and those of different kinds; hence, it is not always easy for young scholars to manage them. Besides, they are of less importance, since the introduction of decimal fractions, which are more simple, and more expeditiously managed.

(Lesson 16.) GRAMMAR.

Imperative Mood.

The imperative form of the verb, expresses a command, directed always to the second person, and that person is invariably the subject of the verb; though generally understood. This verb is always in the present time, and agrees with the pronoun, you, in familiar language, and with thou or ye in the solemn and poetic styles. Do, is the only helping verb that can associate with the verb in this mood; as, My son, give me your heart; or, my son, do you give your heart to me.

In this example, give, is an irregular transitive verb, imperative mood, present time, and agrees with its subject, you, in the second person, singular; rule 1.

Go to the desert, my son, observe the young stork. Honour your father and mother. Love your brothers and sisters. Do your duty, child, come and read. Simon, lovest thou me? Feed my lambs. Come ye to the help of the Lord. Do you help the poor, and needy.

NOTE. This mood expresses, not only a command, but entreaty, request, prayer, petition, desire, supplication, &c.

Imperative Mood.—Present Time.

2d per. sing. no. Walk, or walk you, or do you walk.
2d per. plu. no. Walk, or walk you, or do you walk.
Solemn and poetic styles, sing. no. Walk, or walk thou, or do thou walk.

Participles; Present, walking; Past, walked; Compound, having walked.

(Lesson 17.) SPELLING.

proc ess	*prŏs'sĕs*	punch eon	*pŭnsh'ŭn*
prod uce	*prŏd'dūse*	pun gent	*pŭn'jĕnt*
prod uct	*prŏd'ŭkt*	pun ish	*pŭn'nĭsh*
prof fer	*prŏf'fŭr*	pun ster	*pŭn'stŭr*
prof it	*prŏf'fĭt*	pup pet	*pŭp'ĭt*
prog ress	*prŏg'grĕs*	pup py	*pŭp'pē*
pro ject	*prŏd'jĕkt*	pur ger	*pŭr'jŭr*
pro logue	*prŏl'lŏg*	pur ple	*pŭr'pl*
prom ise	*prŏm'mĭs*	pur pose	*pŭr'pŭs*
prompt ly	*prŏmpt'lē*	purs er	*pŭrs'ŭr*
prop er	*prŏp'pŭr*	pus tule	*pŭs'tshūle*
proph et	*prŏf'fĭt*	put ter	*pŭt'tŭr*
pros pect	*prŏs'pĕkt*	puz zle	*pŭz'zl*
pros per	*prŏs'pŭr*	pig my	*pĭg'mē*
prox y	*prŏks'ē*	quar rel	*kwŏr'rĭl*
psalm ist	*säm'ĭst*	quar ry	*kwŏr'rē*
pub lic	*pŭb'lĭk*	quel ler	*kwĕl'lŭr*
pud dle	*pŭd'dl*	quench er	*kwĕnsh'ŭr*
puf fer	*pŭf'fŭr*	quib ble	*kwĭb'bl*
puf fy	*pŭf'fē*	quick en	*kwĭk'kn*
pul let	*pŭl'lĭt*	quick ly	*kwĭk'lē*
pul ley	*pŭl'lē*	quin sy	*kwĭn'zē*
pulp y	*pŭlp'ē*	quit rent	*kwĭt'rĕnt*
pum ice	*pŭm'ĭs*	quiv er	*kwĭv'vŭr*

(Lesson 18.) READING.

Dialogue, &c.— The Tallow Tree, Common Soap, &c.

Mary. When speaking of the products of Asia', I was hopes' you would say something of the Chinese *Tallow tree*, which Capt. Shaw spoke a few days since.

Ma. I can tell you *now* all that I know of it', which', by the bye', is not much. That country is said to produce a tree called the tallow tree', whose fruit is a nut, of three kernels, imbedded in a substance which answers all the purposes of tallow. The inhabitants use it for candles' and lamps.

Mary. Can you *describe* the tree, mamma'?

Ma. The tree is of the size of our common *cherry* tree; its *leaves* are of a deep red', and its *fruit* resembles our brown chestnut.

Jane. I suppose candles made of *such fruit'*, are much *better* and more *delicate* than those made of *animal fat*.

Ma. And yet the *animal fat* of which you speak with so little apparent approbation', is the source of all our cleanliness.

Mary. Now', mamma', I think you mean to *rally* us. O! I know now what you mean; you are going to speak of *soap*. No; I must be *wrong*; soap is *not made* of *animal* fat', for we generally use it in washing to *remove* the fat.

Ma. But, suppose I tell you that nearly *all* kinds of soap are made of animal fats? This is done by boiling the fat or grease in lyes. The lye is a mixture of water, and the ashes of burnt vegetables. A little common *salt*, I believe, is sometimes added. It is then boiled and dried in long wooden moulds, and cut in bars for use.

(Lesson 19.) ARITHMETIC.

Decimal Fractions.

Decimal Fractions, like Vulgar Fractions, express a part of a unit. But in this case, the unit, is always divided into 10 equal parts, and each of these, again subdivided into 10 lesser parts, and so on to infinitude. Hence, the denominator is always 10, 100, 1000, 10000, &c. or unity with an indefinite number of noughts to the right of it. These, if written with fractional terms in the form of vulgar fractions, will stand thus: $\frac{4}{10}$, $\frac{14}{100}$, $\frac{114}{1000}$, $\frac{2124}{10000}$. From these examples it will be seen that the number of noughts *below* the line, is equal to the number of significant figures *above* the line; and this will always be the case when both terms of Decimal Fractions are expressed; therefore, the numerator only is written; but in order to distinguish it from whole numbers, a point is placed before the fraction, thus: .4, .14, .114, .2124. These may be readily valued, if the noughts are supposed to be written below them.

Whole numbers are valued from the right, toward the left, and increase in a tenfold ratio; but Decimal Fractions are numerated from left to right, and decrease in the same ratio, as exhibited in the subjoined table:

C of Millions,	X of Millions,	Millions,	C of Thousands,	X of Thousands,	Thousands,	Hundreds,	Tens,	Units,	,	Xth parts,	Cth parts,	Thousandth do	X Thousandth do	C Thousandth do	Millionth do.	X Millionth do	C Millionth do
9	8	7	6	5	4	3	2	1	,	2	3	4	5	6	7	8	9

NOTE. A nought at the left of a Decimal Fraction, diminishes its value tenfold; two noughts, a hundred fold, &c. for they remove the fraction further from unity, which always stands immediately before the point.

(Lesson 20.) GRAMMAR.

Of Defective Verbs.

NOTE 1. There are a few verbs which cannot be used in all the moods and tenses, and which have no participles. These are styled *Defective verbs;* they are generally employed as helping verbs.

The Defective verbs used in the *present time*, are, may, can,

must, will, shall, and ought; and those employed in the *imperfect time*, are, might, could, must, would, should, ought, and, quoth; but the two last are never made helping verbs. Must, is the same in all the tenses, and ought, is rendered in the imperfect time, only when it is followed by a verb in the infinitive mood, perfect tense; as, Mary ought to have walked. She ought to have gone. The boy ought to have given a proper answer. If Ann can write, she ought to write. The child ought to read, write, and spell.

In the first example, ought is a defective, transitive verb, indicative mood, imperfect tense; and agrees with its subject Mary, in the third person, singular number, rule 1;—to have walked, is a regular, intransitive verb, infinitive mood, perfect tense, and is governed by the verb ought, rule 19: which says, a verb in the infinitive mood may be governed by a verb.

NOTE 2. Murray divides the verb into three kinds; the active, passive, and neuter. This distinction appears to be based upon characteristics derived from the subjects or agents to which the verbs respectively refer. These are also of three kinds. The agent that performs the act which is expressed by the active verb; the agent which receives the act expressed by the passive verb, and the agent to which belongs the state of being expressed by the neuter verb. Thus:

The active agent; as, Mary writes a letter; the box rolls.

The passive agent; as, a copy is written by Mary; the box is rolled.

And the neuter agent; as, the boy is well; the tree is dead.

Hence, the kind of verb may be readily determined by the character of the agent or nominative case.

Sometimes the neuter verb is placed before the past participle of an intransitive verb; as, the boy is gone. This forms what Mr. Murray styles a neuter verb in a passive form.

Sometimes the neuter verb is put before the present participle; as, the boy is writing a copy; this is what is called an active transitive verb, or if the participle is derived from a neuter verb, then the whole is termed neuter.

(Lesson 21.) SPELLING.

rab ble	*răb'bl*	rel ick	*rĕl'ĭk*
rack et	*răk'kĭt*	rel ict	*rĕl'ĭkt*
rad ish	*răd'dĭsh*	ren ard	*rĕn'nărd*
raf fle	*răf'fl*	ren der	*rĕn'dŭr*
raf ter	*răf'tŭr*	rent er	*rĕnt'ŭr*
rag ged	*răg'gĭd*	rep tile	*rĕp'tĭl*
ral ly	*răl'lē*	res cue	*rĕs'kū*
ram ble	*răm'bl*	res in	*rĕz'ĭn*
ram mer	*răm'mŭr*	rest less	*rĕst'lĕs*
ran cid	*răn'sĭd*	rhom boid	*rŏm'bŏĭd*
ran cour	*răng'kŭr*	ryth mus	*rĭt'h'mŭs*
ran dom	*răn'dŭm*	rib ald	*rĭb'bŭld*
rank ly	*răngk'lē*	rib bon	*rĭb'bŭn*
ran sack	*răn'săk*	rich es	*rĭtsh'ĭz*
ran som	*răn'sŭm*	rich ly	*rĭtsh'lē*
ran ter	*rănt'ŭr*	rich ness	*rĭtsh'nĕs*

rap ine	*răp'ĭn*	rick ets	*rĭk'kĭts*
rap per	*răp'pŭr*	rid den	*rĭd'dn*
rap ture	*răp'tshūre*	rid dle	*rĭd'dl*
ras cal	*rȧs'kȧl*	ridg y	*rĭdj'ē*
rash ly	*răsh'lē*	rig ging	*rĭg'ĭng*
rash ness	*răsh'nĕs*	rig gish	*rĭg'ĭsh*
rath er	*rȧth'ŭr*	rig id	*rĭdj'ĭd*
rat tle	*răt'tl*	rig our	*rĭg'gŭr*
rav age	*răv'vĭdje*	rim ple	*rĭm'pl*
rav el	*răv'vl*	rip per	*rĭp'pŭr*
read y	*rĕd'dē*	rip ple	*rĭp'pl*
reck less	*rĕk'lĕs*	risk er	*rĭsk'ŭr*
reck on	*rĕk'kn*	riv en	*rĭv'vn*
rec tor	*rĕk'tŭr*	riv er	*rĭv'ŭr*
red den	*rĕd'dn*	riv et	*rĭv'ĭt*
red ness	*rĕd'nĕs*	rob ber	*rŏb'bŭr*
ref uge	*rĕf'fūje*	rob in	*rŏb'bĭn*

(Lesson 22.) READING.

Dialogue, &c.—Admonitory, &c.

Mary. When we were talking of silks, and silk worms, it was my wish to ask you something about the *weaving* part.

Ma. Your mamma could have hardly answered your questions; her *knowledge* of the subject is *limited*; and she apprehends the *best verbal* description of the process that *any* one can give, would convey but an imperfect idea of it.

Jane. Then how shall we *know* any thing of the subject?

Ma. There are some excellent books published, which have correct drawings to represent the process; these may aid you in your inquiries. Besides, when you are a little older, it may be well for you to visit the manufactories, with a book or two on the subject, in your hand. The reading and the drawing, will *mutually* assist your inquiries.

Jane. I hope we shall have the pleasure of accompanying *you* some future time on an excursion of this nature.

Mary. I wish I knew as much as *you* do on the subject.

Ma. I know but *little*, my child, compared with what *thousands* know, and the *wisest* of *those*, are far from being *perfect* in their knowledge. But, remember, the most *learned*, were *once* ignorant children like *yourselves*; patience and perseverance, gave them all they possess. An earnest desire to attain knowledge, with unremitted attention, *always* meets with success.

Jane. But, I should like to be *good* as well as learned.

Ma. That, my child, is the *best* wisdom; for *with* or *with out* high attainments in *knowledge*, *goodness* makes us *happy*:—*one* end of our existence.

(Lesson 23.) ARITHMETIC.

Addition of Decimal Fractions.

NOTE.—When the whole numbers and decimal parts are expressed in the sum, it is called a mixed number; as, 6.4, 15.14, 18.114. All the figures to the right of the point, must be regarded as decimal parts of unity, each of which has its absolute value, and its relative value. In the first sum, the 4, is four tenths of one; in the second, the 15, is the fifteen hundredth of one, or the five tenths of the one tenth; and in the third, the 114, is the one hundred and fourteen thousandth part of unity.

RULE. 1. Place the given numbers, whether mixed or pure fractions, so that those of the same value shall stand immediately under each other.

2. Find the amount of each column, as in addition of whole numbers, observing to carry one for each ten, from a lower to a higher column.

3. Point off to the right of the sum as many places for decimals as equal the greatest number of decimal places in any of the given terms.

The proof is the same as in addition of whole numbers.

Thus: 1.	.4	2. .702	3. 3.52
	.16	.673	2.672
	.114	1.083	8.0092
	.0161	2.91	14.12345
	.0056	.0926	6.00937
Ans.	.6957	5.4606	

(Lesson 24.) GRAMMAR.

Inflection of the neuter verb, To Be.

NOTE.—I have often experienced much difficulty in enabling the pupil to understand the nature of the passive verb, and have therefore thought proper to treat the auxiliary as the principal verb, and the associate verb as a past participle.

Indicative Mood.—Present Time.

Singular Number.	*Plural Number.*
1st person, I am,	We are,
2d " You are,	You are,
3d " He, she, or it is.	They are.

Solemn and poetic styles, 2d person singular, thou art.

Imperfect Time.

Singular Number.	*Plural Number.*
1st person, I was,	We were,
2d " You was,	You were,
3d " He, she, or it was.	They were.

Solemn and poetic styles, 2d person singular, thou wast.

Perfect Time.

Singular Number.	*Plural Number.*
1st per., I have been,	We have been,

2d " You have been, You have been,
3d " He, she, or it has been. They have been.

Solemn and poetic styles, 2d person singular, thou hast been.

(Lesson 25.) SPELLING

rock er	*rŏk'kŭr*	sad ly	*săd'lē*
rock et	*rŏk'kĭt*	sad ness	*săd'nĕs*
rock rose	*rŏk'rōze*	saf fron	*săf'fŭrn*
rock y	*rŏk'kē*	sal ad	*săl'lăd*
ros in	*rŏz'zĭn*	sal ly	*săl'lē*
rot ten	*rŏt'tn*	salm on	*săm'ŭn*
rough cast	*rŭf'kăst*	sal vage	*săl'vĭdje*
rough ly	*rŭf'lē*	sam ple	*săm'pl*
rough ness	*rŭf'nĕs*	sand y	*săn'dē*
rub ber	*rŭb'bŭr*	sap less	*săp'lĕs*
rub bage	*rŭb'bĭdje*	sap phire	*săf'fĭr*
rud der	*rŭd'dŭr*	sap py	*săp'pē*
rud dock	*rŭd'dŭk*	sat in	*săt'in*
rud dy	*rŭd'dē*	sat urn	*săt'tŭrn*
ruf fle	*rŭf'fl*	sav age	*săv'vĭdje*
rum ble	*rŭm'bl*	saus age	*săs'ĭdje*
run dle	*rŭn'dl*	scab by	*skăb'bē*
rund let	*rŭnd'lĭt*	scaf fold	*skăf'fŭld*
run ic	*rŭn'nĭk*	scal lop	*skăl'ŭp*
run ner	*rŭn'nŭr*	scam per	*skăm'pŭr*
rup ture	*rŭp'tshŭre*	scan dal	*skăn'dŭl*
rush y	*rŭsh'ē*	scant ling	*skănt'ling*
rus set	*rŭs'sĭt*	scant ly	*skănt'lē*
rus tick	*rŭs'tĭk*	scat ter	*skăt'tŭr*
rus tle	*rŭs'sl*	scent less	*sĕnt'lĕs*
rus ty	*rŭs'tē*	scep tre	*sĕp'tŭr*
sab ine	*săb'ĭn*	scis sion	*sĭsh'ŭn*
sack but	*săk'bŭt*	scis sors	*sĭz'zŭrz*
sad den	*săd'dn*	scof fer	*skŏf'fŭr*
sad dle	*săd'dl*	scour ger	*skŭr'jŭr*

(Lesson 26.) READING.

Dialogue, &c.—Admonitory.

Jane. I have been drawing′, to day′, mother′, until I am quite stupified.

Ma. Then you have turned a pleasure into a pain. You do wrong′, my child′, to sacrifice your health, and several important studies, to your favourite art. Few gratifications will compensate for the loss of health; and it would be wise to reflect always on what we *ought* to do′, as well as what we like to do.

Jane. Ah mother! I know now what you mean; I have omitted my arithmetic.

Ma. When you become a woman′, and chance to make a mistake in your accounts′, I suppose you will apologize by exhibiting your skill in drawing!

Jane. Now, mother, you are laughing at me.

Ma. I am, indeed, ridiculing your conduct; and must add, that if you persist in this course, the consequences to yourself will be serious. When use is sacrificed to ornament, or duty to pleasure, it requires no gift of prophecy to predict the result.

Jane. I feel truly sensible of my error, and will certainly try to correct it, and improve by your kind admonition.

Ma. Here is your sister Mary, so intemperately fond of dancing, that I sometimes fancy she thinks me unkind, because I call her from *pigeon wings* to plain reading and sewing.

Mary. Indeed, mamma, I never think you unkind; yet I confess I often wish there was no such thing as plain reading and sewing.

Ma. Then you would like to grow up, and be nothing but a playful monkey.

Mary. Why, mamma, how you shock me! what without reason?

Ma. You could dance perfectly well without reason; and you would enjoy it the more, because you would have no sense of your defects. But with sense and without reading, how vacant and contemptible would be your mind! and without needle work, how naked and exposed would be your body!

(Lesson 27.) ARITHMETIC.

Subtraction of Decimal Fractions.

RULE. 1. Place the lesser number under the greater, agreeably to the last rule.

2. Subtract as in whole numbers, and point off to the right, as directed in the Addition of Decimal Fractions.

3. Proof as in the Subtraction of Whole Numbers. Thus:

1. .17236—.09837=07399, *Ans.*, and .07399+.09837=.17236, proof.

2. 18.314871—1.9008 =
3. 163.142—99.009 =
4. 16.00005 —8.63435=
5. 1.10000—.900009=

Multiplication of Decimal Fractions.

RULE. 1. Place the factors, whether mixed or pure, as in whole numbers, and multiply accordingly.

2. Point off to the right of the product, as many places as there are decimals in both factors.

3. Proof, as in the Multiplication of Whole Numbers.

1. .0261×.0035=.00009135, and .00009135÷.0035=.0261 proof.
2. .625×.625=
3. 32.146×.81=
4. .6009×3.605=
5. 7.346×1.234=
6. .3.7641×3.605=
7. 13.334×5.236=

NOTE.—In the first example, the decimals in both factors amount to 8, but the significant figures in the product are only four; hence, four ciphers are prefixed, by which the value of the .9135 is diminished ten thousand fold. Therefore, the product of a fraction, or even of a mixed number,

multiplied by a decimal fraction, is less than the multiplicand; for .50 or 2-4 multiplied by .50, or 2-4, equal .25, or 1-4. The same result may be produced by division; thus; .50÷2 = 25, consequently, the multiplication of any number by a decimal fraction, serves to diminish the value of that number, by as much as the fraction falls short of unity.

(Lesson 28.) GRAMMAR.

Indicative Mood—Pluperfect Time.

Singular Number.	*Plural Number.*
1st per. I had been,	We had been,
2d do. You had been,	You had been,
3d do. He, she, or it had been.	They had been.

Solemn and poetic styles, 2d per. sing. Thou hadst been.

1st Future Time.

1st per. I shall be,	We shall be,
2d do. You shall be,	You shall be,
3d do. He, she, or it shall be.	They shall be.

Solemn and poetic styles, 2d per. sing. Thou shalt be.

2d Future Time.

1st per. I shall have been,	We shall have been,
2d do. You will have been,	You will have been,
3d do. He, she, or it will have been.	They will have been.

Solemn and poetic styles, 2d per. sing. Thou wilt have been.

(Lesson 29.) SPELLING.

scrab ble	*skrăb'bl*	sev en	*sĕv'vn*
scram ble	*skram'bl*	sev er	*sĕv'vŭr*
scrib ble	*skrīb'bl*	sex tant	*sĕks'tănt*
scriv ner	*skrĭv'nŭr*	sex tile	*sĕks'tĭl*
scrub by	*skrŭb'bē*	sex ton	*sĕks'tŭn*
scud dle	*skŭd'dl*	shab by	*shăb'bē*
scuf fle	*skŭf'fl*	shack le	*shăk'kl*
sculk er	*skŭlk'ŭr*	shad ow	*shăd'dō*
scull cap	*skŭl'kăp*	shag gy	*shăg'gē*
scul ler	*skŭl'lŭr*	shal lop	*shăl'lŭp*
scull ion	*skŭl'yŭn*	shal low	*shăl'lō*
sculp tor	*skŭlp'tŭr*	sham ble	*shăm'bl*
scup per	*skŭp'pŭr*	sham rock	*shăm'rŏk*
scur ril	*skŭr'rĭl*	sharp er	*shărp'ŭr*
scur vy	*skŭr'vē*	shat ter	*shăt'tŭr*
scut tle	*skŭt'tl*	shek el	*shĕk'kl*
sec ond	*sĕk'kŭnd*	shell duck	*shĕl'dŭk*
sec tion	*sĕk'shŭn*	shell y	*shĕl'lē*
sec tor	*sĕk'tŭr*	shel ter	*shĕl'tŭr*
sedg y	*sĕdj'ē*	shelv y	*shĕl'vē*
sel dom	*sĕl'dŭm*	shep herd	*shĕp'pŭrd*

sel ler	*sĕl′lŭr*	shin gle	*shĭng′gl*
sel vage	*sĕl′vĭdj*	ship boy	*shĭp′bŏē*
sen ate	*sĕn′nāt*	ship wreck	*shĭp′rĕk*
sense less	*sĕnse′lĕs*	shiv er	*shĭv′ŭr*
sen tence	*sĕn′tĕnse*	shov el	*shŭv′vl*
sentry	*sĕn′trē*	shrill ness	*shrĭl′nĕs*
ser aph	*sĕr′rāf*	shrill y	*shrĭl′lē*
ser mon	*sĕr′mŭn*	shriv el	*shrĭv′vl*
ser vice	*sĕr′vĭs*	shrub by	*shrŭb′bē*
ser vile	*sĕr′vĭl*	shud der	*shŭd′dŭr*
ses sion	*sĕsh′ŭn*	shuf fle	*shŭf′fl*
set tle	*sĕt′tl*		

(Lesson 30.) READING.

Dialogue, &c.—Black and Red Crayons, &c.

Ma. Where is the drawing′, Jane′, that has fatigued you so much\?

Jane. Here it is\, mother\; a head sketched with a pencil′, and shaded with crayons\.

Mary. What very brittle things those crayons are\!

Ma. Their composition renders them so\; crayons are produced from earths′, reduced to paste, and dried in long slips\. Red crayons are a preparation of blood stone or red chalk\; and black crayons are composed of charcoal and black lead\. Lead pencils are also a preparation of black lead\.

Jane. But the manufacture of paper′, is not so easily accomplished\.

Ma. Indeed it is not\; paper is produced by a total change in the original materials\.

Mary. I know it is made from rags\; for some of the newspapers say′, "Save your rags\! save your rags\!" They will help to make a bible\! How surprising the change is\!—from old rags to a bible\!

Ma. The rags are first collected from various families throughout the country′, by pedlars or ragmen′, as they are called′, and then assorted for the different kinds of paper for which each is best suited\; they are then dusted and torn to small pieces by an iron instrument, with long, sharp teeth\; during which they are immersed in clean water′, which softens the rags into a mash or pulp\.

Mary. But′, mamma, who does this work through its several stages\?

Ma. It is done mostly by women′ and children\; but for some of the heavier parts of the several operations′, men are employed\. The fine pulp′, snow white′, is next put into a copper vat of warm water′, from which it is dipped by an iron sieve or mould\. Through this sieve, the thin and finer parts of the pulp pass back into the vat,′ leaving just enough behind to make a sheet of paper\.

Jane. Then the moulds give the form and texture to paper, and the kind of rags, gives its quality.

Ma. Just so. The pulp in the moulds is then turned out upon a cloth of thick felt; then another sheet, and another cloth, until the pile is complete. It is then pressed, dried, sized, packed in quires and reams, and ready for market. The whole process occupies three or four weeks.

(Lesson 31.) ARITHMETIC.

Division of Decimal Fractions.

RULE. 1. Place the given terms for operation, and proceed therein the same as in division, whether long or short, of whole numbers.

2. Point off to the right of the quotient, as many places for decimals, as the decimal places in the dividend exceed those in the divisor.

3. If the places in the quotient fall short, supply the deficiency by prefixing ciphers.

4. When a remainder occurs, ciphers may be added, and the operation continued to any given degree of accuracy.

5. The Proof is the same as in division of whole numbers.

Thus: 1. .192800÷.032=6.025 *Ans.*, and 6.025×.032=.19280 Proof.

2. 2.734÷51.2=
3. 31.416÷3.625=
4. 2.÷1.8875=
5. 1.÷.99=
6. 5.5÷.625=
7. 2.25÷1.125=

NOTE. Fractions divided by fractions, produce whole numbers, or figures which approximate nearer to whole numbers than did either the dividend or divisor.

(Lesson 32.) GRAMMAR.

Subjunctive Mood—Present Time.

1st Form.

Singular Number.	*Plural Number.*
1st per. If I am,	If we are,
2d do. If you are,	If you are,
3d do. If he, she, or it, is.	If they are.

Imperfect Time.

1st per. If I was,	If we were,
2d do. If you was,	If you were,
3d do. If he, she, or it was.	If they were.

2d Form—Present Time.

1st per. If I be,	If we be,
2d do. If you be,	If you be,
3d do. If he, she, or it be.	If they be.

Imperfect Time.

1st per. If I were,	If we were,
2d do. If you were,	If you were,
3d do. If he, she, or it were.	If they were.

NOTE. The other tenses of this mood, are the same as the corresponding enses of the indicative mood, except that will, is not used in the second uture time.

(Lesson 33.) SPELLING.

shut ter	*shŭt'tŭr*	slab ber	*slăb'bŭr*
shut tle	*shŭt'tl*	slab by	*slăb'bē*
sick en	*sik'kn*	slack en	*slăk'kn*
sick ly	*sik'lē*	slack ly	*slăk'lē*
sick ness	*sik'nĕs*	slack ness	*slăk'nĕs*
sift er	*sift'ŭr*	slan der	*slăn'dŭr*
silk en	*silk'kn*	slant ly	*slănt'lē*
silk y	*sĭlk'ē*	slen der	*slĕn'dŭr*
sil ly	*sĭl'lē*	slid den	*slĭd'dn*
sil ver	*sĭl'vŭr*	sling er	*slĭng'ŭr*
sim mer	*sim'mŭr*	slip knot	*slip'nŏt*
sim per	*sim'pŭr*	slip per	*slip'pŭr*
sim ple	*sĭm'pl*	slip py	*slip'pē*
sim ply	*sim'plē*	slug gard	*slŭg'gŭrd*
sin ew	*sin'nū*	slum ber	*slŭm'bŭr*
sing er	*sĭng'ŭr*	smat ter	*smăt'tŭr*
sing le	*sing'gl*	smelt er	*smĕlt'ŭr*
sing ly	*sing'glē*	smerk y	*smĕrk'ē*
sin less	*sin'lĕs*	smith y	*smĭth'ē*
sin ner	*sin'nŭr*	smit ten	*smĭt'tn*
sip pit	*sip'pit*	smooth er	*smūth'ŭr*
sir rah	*sir'rā*	snug gle	*snŭg'gl*
syr up	*sŭr'rŭp*	smut ty	*smŭt'tē*
sis ter	*sĭs'tŭr*	snaf fle	*snăf'fl*
six teen	*sĭks'tēēn*	snag gy	*snăg'gē*
six ty	*sĭks'tē*	snap per	*snăp'pŭr*
skep tic	*skĕp'tĭk*	snatch er	*snătsh'ŭr*
skil less	*skĭl'lĕs*	snip per	*snĭp'pŭr*
skil et	*skĭl'lĭt*	sniv el	*snĭv'vl*
skin ner	*skĭn'nŭr*	snuf fers	*snŭf'fŭrz*
skin ny	*skĭn'nē*	snuf fle	*snŭf'fl*
skip per	*skĭp'pŭr*	sock et	*sŏk'kĭt*
skir mish	*skĭr'mĭsh*		

(Lesson 34.) READING.

Dialogue, &c.—Parchment, &c.

Mary. Is parchment also made of rags?

Ma. Parchment is a kind of leather made of goat skins. After the hair is stripped off, the skin is put into lime water, where the fleshy parts are taken off, and the whole made flexible. Then it

passes into the hands of the parchment maker', who shaves it thin, rubs its surface with pumice stone', and renders the parchment fit for market. Vellum is a more delicate kind of parchment', made in a similar way from the skins of calves.

Jane. The skins of calves are also used to bind books, are they not?

Ma. Yes; and sheep skins too; but when prepared for this purpose', the skins undergo a very different process; they are tanned.

Jane. I know something of the operation; for I once went into a tan-yard with father', and he showed me how tanning was managed. The hair is first taken off by being steeped in lime water', and the skins are then scraped clean with a knife and pumice stone. After this', it is spread in a vat, and covered with oak or hemlock bark, ground fine', and filled with water. This changes the skin to leather.

Ma. At the present day', the vats are filled with the warm liquor in which the bark has been steeped', which effects the same object in much less time. And after the tanning, the leather passes into the hands of the currier', who, by scouring, greasing, waxing, sizing, and blacking, finishes it for the shoe maker, the saddler, &c.

Mary. But I think Morocco leather', the most beautiful.

Ma. Morocco leather is made of the skins, both of sheep and goats', dressed in a similar way; only it is tanned with the leaves of the Sumack; a shrub of great beauty and usefulness.

(Lesson 35.) ARITHMETIC.

Exercises in Decimal Fractions.

1. Find the amt. of 16.1235+3.16125+362.5+7.53785+75. 16125.

2. Find the difference between 12.3625+10.571, and 23.87125 ×1.13275.

3. Find the product of 136.2235×3.04—132.3525.

4. Find the result of 21.123×5.52—121.16875÷2.375.

5. Find the result of 19.1375×3.16—375.1551÷3.335.

6. A. bought 13.51, 5.625, 3.1625 cords of wood, and burnt 11.5, and sold 5.125 cords, what was left? *Ans.* 5.6725.

6. B. bought 136.375 bu. of wheat, for $119,875, and sold 49.25 bu. for $57.375; what had he left in wheat, and what was its cost? *Ans.* 87.125 bu. and $62.5.

(Lesson 36.) GRAMMAR.

Potential Mood.—Present Time.

Singular Number.	*Plural Number.*
1st per. I may be,	We may be,
2d " You may be,	You may be,
3d " He may be.	They may be.

Imperfect Time.

Singular Number.	*Plural Number.*
1st per. I might be,	We might be,
2d " You might be,	You might be,
3d " She might be.	They might be.

Perfect Time.

1st per. I may have been,	We may have been,
2d " You may have been,	You may have been,
3d " It may have been.	They may have been.

Pluperfect Time.

1st per. I might have been,	We might have been,
2d " You might have been,	You might have been,
3d " It might have been.	They might have been.

(Lesson 37.) SPELLING.

sold er	*sōl'dŭr*	spin dle	*spĭn'dl*
sof ten	*sŏf'tn*	spin ner	*spĭn'nŭr*
soft ly	*sŏft'lē*	spin ster	*spĭn'stŭr*
soft ness	*sŏft'nĕs*	spit tle	*spĭt'tl*
sol ace	*sŏl'ās*	splash y	*splăsh'ē*
sol emn	*sŏl'ĕm*	splen dour	*splĕn'dŭr*
sol stice	*sōl'stĭs*	splen ick	*splĕn'ĭk*
some thing	*sŭm'thĭng*	splin ter	*splĭn'tŭr*
some time	*sŭm'tīme*	splut ter	*splŭt'tŭr*
some what	*sŭm'hwŏt*	spon dee	*spŏn'dē*
some where	*sŭm'hwâre*	spon dyle	*spŏn'dĭl*
son ship	*sŭn'shĭp*	spon ger	*spŭn'jŭr*
song ster	*sŏng'stŭr*	spon gy	*spŭn'jē*
song stress	*sŏng'strĕs*	spon sor	*spŏn'sŭr*
soph ism	*sŏf'ĭzm*	spot less	*spŏt'lĕs*
soph ist	*sŏf'fĭst*	spot ly	*spŏt'lē*
sor rel	*sŏr'rĭl*	sprig gy	*sprĭg'gē*
sor row	*sŏr'rō*	spring le	*sprĭng'gl*
sor ry	*sŏr'rē*	spring y	*sprĭng'ē*
spang le	*spăn'g'gl*	sprin kle	*sprĭn'g'kl*
span iel	*spăn'yĕl*	splut ter	*splŭt'tŭr*
spar row	*spăr'rō*	squib bish	*skwĭb'bĭsh*
spat ter	*spăt'tŭr*	squib ble	*skwĭb'bl*
spe cial	*spĕsh'ăl*	squan der	*skwŏn'dŭr*
speck le	*spĕk'kl*	squir rel	*skwĕr'rĭl*
spec tre	*spĕk'tŭr*	stag ger	*stăg'gŭr*
spec trum	*spĕk'trŭm*	stam mer	*stăm'mŭr*
spick nel	*spĭk'nĕl*	stamp er	*stămp'ŭr*
spig ot	*spĭg'ŭt*	stat ick	*stăt'ĭk*
spin age	*spĭn'nĭdje*	stat ue	*stăt'tshū*

(Lesson 38.) READING.

Diălogue, &c.—Ink, Galls, Copperas, Gum Arabic, &c.

Mary. Mamma', you have told us about *paper'* and wafers',

and we know that *pens* are the strong wing feathers of the goose\; now we wish to know something about *ink*\.

Ma. There are many *sorts* of ink/, and many *ways* of making it\; but the common ink/ is made of galls\, copperas\, gum arabic/, and water\. Try/, Jane/, and *explain* these several materials\.

Jane. I believe *galls* are small bunches found on the leaves of the oak/, and caused by the bite of an insect\. *Copperas* is nothing more than another name for *vitriol*\. And *gum arabic* is a kind of sap that exudes from a tree which grows in Asia\; but/, in explaining *water*/, I can only say that water is water\.

Ma. Water/, is a liquid, which is composed of eighty-five parts of *oxygen*, and fifteen parts of *hydrogen*\. You will understand these terms when you enter upon the subject of chemistry\.

Mary. We now understand all the materials used in writing a *letter*\, if it is sealed with a *wafer*/; but should we use *sealing wax*/, we should be ignorant of its parts\.

Ma. Sealing wax/, is made of shell-lac\, and rosin/, coloured with vermilion\; the poorer kinds are coloured with red lead\.

Mary. Pray/, mamma,/ what is shell-lac ?

Ma. It is a substance, deposited/ on trees in the East Indies, by an *insect*\; in its native state, it is called *stick lack*\; but when melted into a crust/, it is called shell-lac\.

(Lesson 39.) ARITHMETIC.

A method of Reducing Vulgar Fractions to Decimals.

RULE. 1. Add a cipher to the right of the numerator, and divide by the denominator.

2. Continue the operation while a remainder is left, or to any necessary degree of accuracy; the quotient will be the answer in decimals. Thus:

1. Reduce $\frac{3}{8}$ of unity to a decimal.

8)3.0(.375 Ans.
24

60
56

40
40

NOTE. In this operation the numerator, 3, is regarded as a whole number, and the point placed immediately after it. The cyphers added have the places of decimals, and the pointing off accords with the rule given in the division of decimals.

2. Reduce $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{7}{8}$, to their respective decimals.

3. Reduce $\frac{2}{4}$, $\frac{1}{2}$, $\frac{2}{5}$, $\frac{1}{5}$, and $\frac{5}{8}$, to their respective decimals.

The proof of the foregoing operation is the same as in the di-

vision of whole numbers, but in pointing, follow the rule in the multiplication of decimals.

Thus: .375
8

3.000 Proof of the first example.

(Lesson 40.) GRAMMAR.

Infinitive Mood.

Present Time.	*Perfect Time.*
To be.	To have been.

Imperative Mood.—Present Time.

Singular Number.	*Plural Number.*
Be you, or do you be.	Be you, or do you be.

Participles.

Present,	Being,
Past,	Been,
Compound,	Having been.

NOTE. From the previous questions, the teacher will be enabled to frame his own, and multiply them at pleasure.

Exercises in Parsing.

The son is taught by the madam. *In this example, the noun, son, is the subject of the verb, is; the son is. Is, is an irregular neuter verb, conjugated, am, was, been; inflected, indicative mood, present tense, first person, singular number; I am, you are, he, or son is, and it agrees with the noun, son, in the third person, singular number; rule* 1; *taught is a past participle, and refers to the noun, son.*

The madam teaches the son. The brother protects the sister. The sister is protected by the brother. Houses are destroyed by fire. The fire destroys houses. Joseph works his farm well; his farm is well worked. It was well bought. She may have been at home; she must have been somewhere. Bid her be thoughtful; be thoughtful, Mary. Mary, do be thoughtful. If you are esteemed, be grateful; if happy, be thankful; if sick, patient.

(Lesson 41.) SPELLING.

stat ute	*stăt'tshūte*	stump y	*stŭmp'ē*
stead fast	*stĕd'făst*	stur dy	*stŭr'dē*
stead y	*stĕd'ē*	sur geon	*stŭr'jŭn*
ster il	*stĕr'rĭl*	stut tur	*stŭt'tŭr*
stern ly	*stĕrn'lē*	styp tick	*stĭp'tĭk*
stern ness	*stĕrn'nĕs*	sub tile	*sŭb'tĭl*
stick le	*stĭk'kl*	subt le	*sŭt'tl*
stick y	*stĭk'ē*	subt ly	*sŭt'lē*
stif fen	*stĭf'fn*	suc cour	*sŭk'kŭr*
stiff ly	*stĭf'lē*	suck ling	*sŭk'lĭng*
stiff ness	*stĭf'nĕs*	suc tion	*sŭk'shŭn*
still ness	*stĭl'nĕs*	sud den	*sŭd'dn*

stil ly	*stĭl'lē*	suf fer	*sŭf'fŭr*
stir rup	*stŭr'rŭp*	suf frage	*sŭf'frĭdj*
stock dove	*stŏk'dŭv*	sul ky	*sŭl'kē*
stock ing	*stŏk'ĭng*	sul len	*sŭl'lĭn*
stock lock	*stŏk'lŏk*	sul ly	*sŭl'lē*
stom ach	*stŭm'mŭk*	sul phur	*sŭl'fŭr*
strag gle	*străg'gl*	sul try	*sŭl'trē*
strang le	*străng'gl*	sum less	*sŭm'lĕs*
strick en	*strĭk'kn*	sum mer	*sŭm'mŭr*
strict ly	*strĭkt'lē*	sun beam	*sŭn'bēme*
strict ness	*strĭkt'nĕs*	sun bright	*sŭn'brīte*
strin gent	*strĭn'jĕnt*	sun day	*sŭn'dē*
string less	*strĭng'lĕs*	sun der	*sŭn'dŭr*
string y	*strĭng'ē*	sun dry	*sŭn'drē*
strong ly	*strŏng'lē*	sun less	*sŭn'lĕs*
strug gle	*strŭg'gl*	sun ny	*sŭn'nē*
stub ble	*stŭb'bl*	sun rise	*sŭn'rīze*
stub by	*stŭb'bē*	sup per	*sŭp'pŭr*
stuc co	*stŭk'kō*	sup ple	*sŭp'pl*
stud y	*stŭd'dē*	sur face	*sŭr'fās*
stum ble	*stŭm'bl*	sur feit	*sŭr'fĭt*

(Lesson 42.) READING.

Dialogue, &c.—Vermilion, Paints, Varnish, &c.

Mary. Mamma′, you mentioned *vermilion* and *red lead*\; will you explain them′?

Ma. Vermilion is a preparation of *quicksilver′*, which I do not understand\; and red lead is a preparation of lead\; of both these you will obtain some knowledge′, when you enter upon the higher branches of study\.

Jane. You have mentioned *two* of the colours used in *painting*\; you will explain the others perhaps\; also, how the various shades are formed\.

Ma. Some of the colours are of a *mineral* nature\: as all the different chalks and earths\; the *others* are produced from *vegetables*\: as indigo\, &c\.

Jane. But the beautiful *varnish* which we use′, can be made of neither of these substances\.

Ma. There are several kinds of varnish′, adapted to different purposes\. They are composed, however, chiefly of the several gums and spirits of wine\. You will find′, in some of our modern receipt books′, the most approved methods of making the several kinds\.

Mary. In using paints and varnish′, we must have *brushes*\; of what are these made\?

Ma. Brushes are of a very simple construction\; a quill is generally used, filled with camel's hair or hog's bristles′, and secured by glue\; a varnish brush′, however′, is made a little different\; it is wide, and the hair is spread thin\.

(Lesson 43.) ARITHMETIC.

A method of reducing Compound Terms to their proper Decimal Value.

RULE. 1. Place the given compound terms in a perpendicular column, with the lowest term at the top.

2. Draw a line on the left, near, and parallel to, the column of terms; on the left of which, and opposite to each term, place such a number as will reduce it to the next superior term.

3. Divide the upper term, and place the quotient on the right of the term below it for a dividend.

4. Continue to divide all the terms in the column in the same way, and the last quotient will be the true decimal.

Thus: 1. Reduce £0 – 13 – 6 – 3 to the decimal of a £.

```
 4 | 3.00
    ------
12   6.7500
    ---------
20 | 13.56250
   |-----------
     .678125 Ans.
```

2. Reduce £0 – 19 – 9 – 2 to the decimal of a £.

Ans. .989583.

3. Reduce lbs. 0 – 13 oz. 15 dra. to the decimal of a pound.

Ans. .81109375.

4. Reduce hhd. 0 – 25 g. 2 q. 1 pt. to the decimal of a hhd.

Ans. .390873.

5. Reduce 4 mo. 3 w. 16 h. 37 m. 42 sec. to the decimal of a year.

(Lesson 44.) GRAMMAR.

Inflection of the transitive verb, Love.

	Singular Number.	*Plural Number.*
1st per.	I love truth,	We love truth,
2d do.	You love truth,	You love truth,
3d do.	He, she, or it loves truth.	They love truth.

Imperfect Tense.

1st per.	I loved truth,	We loved truth,
2d do.	You loved truth,	You loved truth,
3d do.	He, she, or it loved truth.	They loved truth.

NOTE 1. Helping verbs are of great use in aiding the application of the principal verbs to the several moods and tenses. Four of the helping verbs, do, be, have, and will, are often applied as principal verbs; but all the others are used exclusively as helping verbs.

NOTE 2. The helping verbs must not be applied promiscuously, but with particular reference to their import, and the idea conveyed by them in the respective moods and tenses.

May and might, imply, liberty and possibility; can and could, power; must, necessity; will, promises and foretells; shall, foretells and declares.

(Lessson 45.) SPELLING.

sur geon	*sŭr'jŭn*	tav ern	*tăv'ŭrn*
sur gy	*sŭr'jē*	tech y	*tĕtsh'ē*
sur ly	*sŭr'lē*	tel ler	*tĕl'lŭr*
sur plice	*sŭr'plis*	tem per	*tĕm'pŭr*
sur ler	*sŭt'lĕr*	tem ple	*tĕm'pl*
swag ger	*swăg'gŭr*	ten der	*tĕn'dŭr*
swal low	*swŏl'lō*	ten don	*tĕn'dŭn*
swam py	*swŏm'pē*	ten et	*tĕn'nĕt*
sweat y	*swĕt'tē*	ten or	*tĕn'nŭr*
swift ly	*swift'lē*	tense ness	*tĕns'nĕs*
swift ness	*swift'nĕs*	ten ter	*tĕn'tŭr*
swin dle	*swin'dl*	tenth ly	*tĕnt'h'lē*
swiv el	*swiv'vl*	term less	*tĕrm'lĕs*
syl van	*sil'văn*	term ly	*tĕrm'lē*
sym bol	*sim'bŭl*	ter race	*tĕr'răs*
symp tom	*sim'tŭm*	ter ror	*tĕr'rŭr*
syn od	*sin'nŭd*	tes ter	*tĕst'ŭr*
syn tax	*sin'tăks*	tes ty	*tĕs'tē*
sys tem	*sis'tĕm*	tetch y	*tĕtsh'ē*
tab by	*tăb'bē*	teth er	*tĕt'h'ŭr*
tac it	*tăs'it*	tet ter	*tĕt'tŭr*
tack le	*tăk'kl*	tex tile	*tĕks'til*
tac tick	*tăk'tik*	tex ture	*tĕks'tshŭre*
tal low	*tăl'lō*	thank ful	*t'hăngk'fŭl*
tal ly	*tăl'lē*	thatch er	*t'hătsh'ŭr*
tal on	*tăl'ŭn*	there fore	*t'hĕr' fōre*
tam per	*tăm'pŭr*	thick en	*t'hĭk'kn*
tan gent	*tăn'jĕnt*	thick et	*t'hĭk'it*
tan gle	*tăng'gl*	thick ly	*t'hĭk'lē*
tan ner	*tăn'nŭr*	thick ness	*t'hĭk'nĕs*
tan sy	*tăn'zē*	thim ble	*t'hĭm'bl*
tar ry	*tăr'rē*	think ing	*t'hĭnk'ĭng*
tat tle	*tăt'tl*		

(Lesson 46.) READING.

Dialogue, &c.—The way to make parties useful.

Mary. What a charming party we had last evening\; I am highly pleased with such parties/.

Ma. I know of no way in which a short time may/, now and then/, be past more pleasingly, than in a circle of well informed and unaffected persons.

Jane. But/, I am sure formal companies must be very tiresome\.

Ma. Companies should not be formal\; if they are so/, it is the fault of those who compose them\. You observed we were no ways formal yesterday/.

Jane, Oh no\! because we all liked each other\; and we met for the express purpose of pleasing/ and being pleased.

Ma. Now', my daughter', you have artlessly', but correctly', defined the way of making all social circles what they should be\; —a source of pleasure\, of information', and of general benevolence\.

Mary. But', mamma', did you notice the large pearls', so tastefully arranged in Miss Mildmay's hair'?

Ma. I saw them', and admired them\; but I still more admired the gentle deportment', and unaffected manners, of the beautiful wearer\. I should be happy', my daughters', to have you cultivate her acquaintance', and mark her amiable behaviour\.

Mary. She told me', that her pearls came from the East Indies\.

Ma. Yes\; the seas that surround that country', yield the large oyster from which the best pearls are taken\.

(Lesson 47.) ARITHMETIC.

Reduction of Decimals.

NOTE. 1. The proof of the foregoing operation in the reduction of compound terms, will furnish the means of reducing any given decimal to its proper value in the terms of an integer.

RULE. 1. Multiply the given decimal by that number which equals one, in the term next below that in which the decimal is given.

2. Point off to the right, as in multiplication of decimals, and then proceed to multiply the remainder by the number which equals one in the next lower term.

3. Thus continue to the end of all the terms, and the several sums to the left of the points, will be the correct answer.

1. What is the value of .678125 of a £.

20

s. 13.562500
12

d. 6.750000
4

qr. 3.000000

Ans. £0 - 13 - 6 - 3.

2. What is the value of .0625 of one shilling? *Ans.* 3 qrs.
3. What is the value of .989583 of a £?
Ans. £0 - 19 - 9 - 2.
4. What is the value of .8119375 of a pound?
Ans. oz. 12 - 15 dr.
5. What is the value of .390873 of a Hhd.?
Ans. gal. 24 - 2 - 1.

NOTE 2. It may not be improper to observe, that in the reduction of some decimals, a remainder will continually occur; and although the further the operation is extended, the nearer an approach is made to the true fraction, yet the exact decimal can never be reached. Five or six places, however, will suffice for ordinary purposes.

(Lesson 48.) GRAMMAR.

Indicative Mood.—Perfect Time.

Singular Number.	*Plural Number.*
1st per. I have loved,	We have loved,
2d do You have loved,	You have loved,
3d do He has loved.	They have loved

Pluperfect Time.

1st per. I had loved,	We had loved,
2d do You had loved,	You had loved,
3d do She had loved.	They had loved.

1st Future Time.

1st per. I will love,	We will love,
2d do You will love,	You will love,
3d do It will love.	They will love.

2d Future Time.

1st per. I shall have loved,	We shall have loved,
2d do You will have loved,	You will have loved,
3d do She will have loved.	They will have loved.

NOTE. The Second Future Tense refers to an act that will take place, at or before the time of another future action; as, She will have loved apples before she becomes of age.

(Lesson 49.) SPELLING.

thin ly	*t'hĭn'lē*	tit tle	*tĭt'tl*
thin ness	*t'hĭn'nĕs*	tiv y	*tĭv'ē*
third ly	*t'hûrd'lē*	ton ick	*tŏn'ĭk*
thirs ty	*t'hûrs'tē*	ton nage	*tŭn'nĭje*
thir ty	*t'hûr'tē*	top knot	*tŏp'nŏt*
this tle	*t'hĭs'tl*	top sail	*tŏp'sāle*
thor ough	*t'hûr'rō*	top ick	*tŏp'ĭk*
threat en	*t'hrĕt'tn*	top less	*tŏp'lĕs*
thrift less	*t'hrĭft'lĕs*	tot ter	*tŏt'tûr*
thrif ty	*t'hrĭf'tē*	tough en	*tŭf'fn*
thun der	*t'hŭn'dûr*	tough ness	*tŭf'nĕs*
thurs day	*t'hûrz'dē*	traf fick	*trăf'fĭk*
tick et	*tĭk'ĭt*	trag ick	*trădj'ĭk*
tick le	*tĭk'kl*	tram ple	*trăm'pl*
til lage	*tĭl'lĭdje*	trap stick	*trăp'stĭk*
til ler	*tĭl'lûr*	trash y	*trăsh'ē*

tim ber	*tĭm'bŭr*	treb le	*trĕb'bl*
tim brel	*tĭm'brĭl*	trem ble	*trĕm'bl*
tin der	*tĭn'dŭr*	tres pass	*trĕs'păs*
tin gle	*tĭng'gl*	tres ses	*trĕs'sĭz*
tink er	*tĭngk'ŭr*	tres tle	*trĕs'sl*
tink le	*tĭngk'kl*	trick ish	*trĭk'ĭsh*
tin ner	*tĭn'nŭr*	tril lion	*trĭl'yŭn*
tin sel	*tĭn'sĭl*	trim ly	*trĭm'lē*
tip pet	*tĭp'pĭt*	trim mer	*trĭm'mŭr*
tip ple	*tĭp'pl*	trin ket	*trĭng'kĭt*
tip ler	*tĭp'plŭr*	trip ple	*trĭp'pl*
tip staff	*tĭp'stăf*	trip let	*trĭp'lĭt*
tip sy	*tĭp'sē*	trip per	*trĭp'pŭr*
tip toe	*tĭp'tō*	triv ial	*trĭv'yăl*
tis ick	*tĭz'ĭk*	trod den	*trŏd'dn*
tis sue	*tĭsh'ū*	trol lop	*trŏl'lŭp*
tit ter	*tĭt'tŭr*		

(Lesson 50.) READING.

Dialogue, &c.—Diving for Pearls.

Mary. Come′, sister′, quit your work and draw near the fire\; mamma will tell us something about East India Pearls\.

Ma. You form your conclusions quick\, young lady\. I did not say I would converse about pearls′.

Mary. But′, mamma′, I think you meant so′, though you did not say so\.

Ma. Your laudable desire to gain knowledge′, induces me to gratify you\.

Jane. We shall be highly gratified′, mother′, and very thankful\. You said the pearl was obtained from a large oyster\; pray how do they get there\?

Ma. They are formed in the shell\; but the cause that produces them in the shell is not known\.

Jane. Are the oysters easily procured′?

Ma. By no means\; this species of oyster lies at the bottom of deep water\; and the only mode of procuring them′, is by diving\.

Mary. Why mamma\! diving down to the bottom of the sea′! How is it done\?

Ma. The divers′, by tying weights to their bodies′, sink themselves where the oysters are supposed to lie\; and when at the bottom′, fill their bags with them′, and are then drawn up\; they empty their bags′, and immediately sink again\. Some divers will stay down a quarter of an hour\.

Jane. How surprising is the power of habit\! We could not stay five minutes\.

Ma. The oysters are thrown into a pile′, and covered with sand′, where the fleshy parts rot\; they are then sifted\; the

pearls collected, cleansed, polished, and bored', and soon after appear on the flowing locks of youthful beauty.

(Lesson 51.) ARITHMETIC.

Exercises in the Reduction of Decimals.

1. What is the decimal of $\frac{5}{360}$? *Ans.* $.013888+\frac{320}{360}$.
2. What is the fraction of $\frac{12}{480}$? *Ans.* .025.
3. What is the decimal of $\frac{4}{9}$? *Ans.* $.44444+\frac{4}{9}$.
4. Reduce £0 – 4 – 4 – 2 to the decimal of a £. *Ans.* .21875.
5. Reduce 1d. 2qr. to the decimal of a dollar. *Ans.* .015625.
6. Reduce .35 of a week to its integral parts. *Ans.* 2d. 10h. 48m.
7. What is the value of .15625 of a ton? *Ans.* 3 cwt. 0 qr. 14 lb.
8. What is the value of .390837 of a hhd. *Ans.* 24 g. 2 qts. 1pt.

(Lesson 52.) GRAMMAR.

Subjunctive Mood.—Present Tense. 1st Form.

	Singular Number.	*Plural Number.*
1st. per.	If I love,	If we love,
2d. do.	If you love,	If you love,
3d. do.	If he loves.	If they love.

Imperfect Tense.

1st. per.	If I loved,	If we loved,
2d. do.	If you loved,	If you loved,
3d. do.	If she loved.	If they loved.

Present Time.—2d Form.

1st. per.	If I love,	If we love,
2d. do.	If you love,	If you love,
3d. do.	If it love.	If they love.

(Lesson 53.) SPELLING.

trop ick	*trŏp'ĭk*	vac cine	*văk'sĭn*
trou ble	*trŭb'bl*	val ance	*văl'lănse*
trum pet	*trŭm'pĭt*	val iant	*văl'yănt*
trust less	*trŭst'lĕs*	val ley	*văl'lē*
trust y	*trŭst'ē*	val our	*văl'lŭr*
tuck er	*tŭk'ŭr*	ven om	*vĕn'ŭm*
tuf [illegible]	*tŭf'tĭd*	ven tage	*vĕn'tĭdj*
tuf ty	*tŭf'tē*	ven ter	*vĕn'tŭr*
[illegible]	*tŭm'bl*	ven ture	*vĕn'tshūre*
tun del	*tŭn'nĭl*	ver sion	*vĕr'shŭn*

tur ban	*tŭr'bŭn*	ver tex	*vĕr'tĕks*
tur bot	*tŭr'bŭt*	ver y	*vĕr'ē*
turf y	*tŭrf'ē*	ves per	*vĕs'pŭr*
tur gid	*tŭr'jĭd*	ves sel	*vĕl'sĭl*
tur key	*tŭr'kē*	ves tige	*vĕs'tĭdje*
tur tle	*tŭr'tl*	ves try	*vĕs'trē*
tus can	*tŭs'kăn*	ves ture	*vĕs'tshŭre*
twen ty	*twĕn'tē*	vic tim	*vĭk'tĭm*
twig gy	*twĭg'gē*	vic tor	*vĭk'tŭr*
twit ter	*twĭt'tŭr*	vic tress	*vĭk'trĕs*
typ ick	*tĭp'ĭk*	vict uals	*vĭt'tlz*
ug ly	*ŭg'lē*	vig il	*vĭdj'ĭl*
ul cer	*ŭl'sŭr*	vig nette	*vĭn'yĕt*
um ber	*ŭm'bŭr*	vig our	*vĭg'ŭr*
um brell	*ŭm'brĕl*	vil lage	*vĭl'lĭdje*
un cle	*ŭng'kl*	vis cid	*vĭs'sĭd*
unc tion	*ŭngk'shŭn*	vis cous	*vĭs'kŭs*
un der	*ŭn'dŭr*	vis ion	*vĭzh'ŭn*
up per	*ŭp'pŭr*	vis it	*vĭz'ĭt*
up right	*ŭp'rīte*	vi cious	*vĭsh'ŭs*
up roar	*ŭp'rōre*	viz ier	*vĭz'yĕre*
up ward	*ŭp'wŭrd*	vol ley	*vŏl'lē*
ur chin	*ŭr'tshĭn*	vol ume	*vŏl'yūme*
ur gent	*ŭr'jĕnt*	vul gar	*vŭl'gŭr*
ush er	*ŭsh'ŭr*	vul ture	*vŭl'tshŭre*
ut ter	*ŭt'tŭr*		

(Lesson 54.) READING.

Dialogue, &c.—The Diamond and other Precious Stones.

Mary. But Diamonds, mamma! diamonds are the most precious and costly of all the gems in the world; so my little book says'.

Ma. They are so', my child', not only from their scarcity', but also from their great beauty' and brilliancy. The diamond is so hard that it can be cut only by the diamond; it is what the glaziers employ to cut their glass.

Mary. In what part of the world', mamma', are diamonds found?

Ma. They are found in Asia' and America; sometimes imbedded in earth', and sometimes in the beds of rivers; carried there from the places of their primitive deposit', by the current of the stream.

Jane. Are they originally bright', or are they manufactured?

Ma. They are found with a thick earthy crust', perfectly opaque, this is removed by polishing', and the gem appears in all its lustre.

Jane. There are many other gems or precious stones; are there not,' mother'?

Ma. Yes, many others; but all inferior to the diamond,

There is the sapphire', remarkable for its soft blue colour\; the topaz', of a bright transparent yellow\; the emerald', of a dark green complexion\; the amethyst', dressed in rich purple'; and the ruby', of a varied red cast\.

Mary. What a charming diversity of colours\! Yet', aside from the diamond', I am the best pleased with the cornelian\.

Ma. The best cornelians', or rather carnelians', are brought from the East Indies\; but a poorer kind is sometimes found in England\.

(Lesson 55.) ARITHMETIC.

An easy method of Reducing the Currency of any Country to Dollars, and back to the given Currency.

RULE. 1. Reduce the given currency to its lowest or any convenient term, and reduce the dollar to the same term.

2. Divide by the term produced from the dollar, and the quotient will be in dollars.

3. Add to the remainder, if any, one cipher for dimes, one for cents, and a third for mills, and continue the division.

A. has £86 – 6 – 5 – ¼ New England money, and would convert it to dollars. 86×20+6=1726×12+5=20717×4+1 =82869 qrs. And, 6×12=72×4=288 qrs. Then; 82869÷288= $287 plus 213, and 213×100=21300÷288=74 cents nearly

Ans. $287.74.

OBS. 1. *The converse of this rule, will reduce dollars to £., that is, reduce the dollars to the term of pence, or farthings, as the case may require, and divide by the pence in a £.*

Change $287.74 to £s. $287.74×6=1726.44×12=20717.28; £1=20×12=240d. Then, 20717.28÷240.= £86 plus 77.28× 20÷240=6s. plus 105.60×12÷240=5d. plus 67.20×4÷240=1qr.

Ans. £86 – 6 – 5 ¼

OBS. *Some particular cases may admit of shorter methods, but this will meet every possible case; hence, it is deemed better than to burthen the child's mind with a variety of rules, applicable only to particular cases.*

(Lesson 56.) GRAMMAR.

Potential Mood.—Present Time.

Singular Number.	*Plural Number.*
1st. per. I may or can love,	We must love,
2d. do. You may or can love,	You can love,
3d. do. He may or can love.	They may love.

Imperfect Time.

1st. per. I might love,	We could love,
2d. do. You could love,	You might love,
3d. do. She should love.	They could love.

Perfect Time.

1st. per. I may have loved, We must have loved,
2d. do. You can have loved, You may have loved,
3d. do. It must have loved. They can have loved.

Pluperfect Time.

1st. per. I might have loved, We might have loved,
2d. do. You could have loved, You might have loved,
3d. do. It must have loved. They must have loved.

(Lesson 57.) SPELLING.

wealth y	*wĕlt'h'ē*	wis dom	*wĭz'dŭm*
weapon	*wĕp'pn*	west ly	*wĕst'lē*
weath er	*wĕt'h'ŭr*	with er	*wĭt'h'ŭr*
wed lock	*wĕd'lŏk*	wit less	*wĭt'lĕs*
wel come	*wĕl'kŭm*	wit ness	*wĭt'nĕs*
well spent	*wĕl'spĕnt*	wit ty	*wit'tē*
wel ter	*wĕl'tŭr*	wiz ard	*wĭz'zŭrd*
wen ny	*wĕn'nē*	won der	*wŭn'dŭr*
west ern	*wĕst'ŭrn*	wont ed	*wŭnt'ĕd*
wet ness	*wĕt'nĕs*	word y	*wŭrd'ē*
wher ry	*hwĕr'rē*	world ly	*wŭrld'lē*
wheth er	*hwĕt'h'ŭr*	worm y	*wŭrm'ē*
whif fle	*hwĭf'fl*	wor ry	*wŭr'rē*
whim sey	*hwĭm'zē*	wor ship	*wŭr'shĭp*
whip lash	*hwĭp'lăsh*	wors ted	*wŭrs'tĕd*
whip saw	*hwĭp'sâw*	worth less	*wŭrt'h'lĕs*
whip staff	*hwĭp'stăf*	wor thy	*wŭrt'h'ē*
whis ker	*hwĭs'kŭr*	wrap per	*răp'pŭr*
whis per	*hwĭs'pŭr*	wrath less	*rat'h'lĕs*
whis tle	*hwĭs'sl*	wres tle	*rĕs'sl*
whith er	*hwĭt'h'ŭr*	wrist band	*rĭst'bănd*
whit low	*hwĭt'lō*	writ ten	*rĭt'tn*
whit tle	*hwĭt'tl*	wrong ful	*rŏng'fŭl*
wick ed	*wĭk'ĭd*	wrong ly	*rŏng'lē*
wick er	*wĭk'ŭr*	xys ter	*zĭs'tŭr*
wick et	*wĭk'ĭt*	yar row	*yăr'rō*
wid ow	*wĭd'ō*	yel low	*yĕl'lō*
wil low	*wĭl'lō*	yes ty	*yĕs'tē*
wind less	*wind'lĕs*	yon der	*yŏn'dŭr*
win dow	*wĭn'dō*	young ish	*yŭng'ĭsh*
win dy	*wĭn'dē*	zeal ot	*zĕl'ŭt*
win ner	*wĭn'nŭr*	zeal ous	*zĕl'ŭs*
win now	*wĭn'nō*	zeph yr	*zĕf'fĕr*
win try	*wĭn'trē*		

(Lesson 58.) READING.

Dialogues, &c.—Coral and Ivory.

Jane. Mother, sister Mary supposes that coral is a mineral but I have doubts about it; will you be so kind as to inform us

Ma. Coral is a substance produced by a species of the Polypus\; a poor half animated worm\. The animal is supposed to form the coral for its habitation\; and thus it produces a constant supply\.

Mary. Mamma/, you tell us wonders\! Where is coral obtained\?

Ma. It is found attached to rocks\, deep in the sea/, whence it is gathered by coral fishermen\. The principal fisheries are at Marseilles/ and Messina\; both on the norther.. coast of the Mediterranean sea\.

Jane. Now we are on the subject of rare and delicate things/, I should be glad to hear something about ivory\.

Ma. Ivory is the tusks of the elephant\; and it answers to the horns of other animals\. Horn, I understand/, can/, by long and intense boiling/, be reduced to a jelly\; and so can the shavings of ivory\. The shavings of ivory burnt in a crucible to a black powder/, make a useful paint\; called ivory black\.

Mary. What is a crucible\, mamma\?

Jane. I can answer that, sister/; it is a chemist's melting pot\. But, mother, is not ivory frequently coloured/?

Ma. Yes\; such as red\, green\, black\, &c.\ but I think its native, creamy white/, is the richest and most beautiful\.

(Lesson 59.) ARITHMETIC.

Exercises in the Exchange of Currencies.

1. In 9d. 3-4 New-England money, how many cents?
Ans. 13cts. 5½ mills.
2. Change £17 - 1 - 6 - 2 Georgia money, to dollars.
Ans. $73.14.
3. Change £117 - 16 - 6 New-England money, to dollars.
Ans. $392.75.
4. In $287.74, how many £. New-England money?
Ans. £86 - 6 - 5 - 1.
5. B., of Boston, owes D., of London, £762 - 14 - 6; how many dollars must he draw for to discharge the debt?
Ans. $3389.888.
6. A., in Canada, has an English shilling; for how many cents will it pass in Savannah? *Ans.* 22cts. 2 mills.
7. D. has two drafts, one for 134 doubloons, and the other for £637 sterling, which he sold to E., of Boston, at par; how many dollars did he get? *Ans.* $848'4.91.
8. Change 21d. 2q. N. York money, to federal money.
Ans. 22cts. 4 mills.
9. Change £0 - 1 - 1 - 2 N. England money, to cents.
Ans. 18cts. 8 mills, nearly.
10. Change .175 of a dollar to N. York money.
Ans. £0 - 1 - 4 - 3 - .2
11. Change .8753675 of a dollar to N. England money.
Ans. £0 - 5 3 - 0+

12. Change .53125 of a dollar into Penn. money.
Ans. £0 - 3 - 11 - 3 .25

(Lesson 60.) GRAMMAR.

Imperative Mood—Present Time.

2d per., sing. number, love, or do you love, or love you.
2d do., plural numb., love, or love you, or do you love.

Infinitive Mood.

Present time, To love.
Perfect time, To have loved.

Participles.

Present,	Loving,
Past,	Loved,
Compound,	Having loved.

Questions on the 22d Chapter.

Arithmetical Exercises.

Lesson 15.

1. What are fractions? The kinds, &c.?
2. What of vulgar fractions?
3. How are they expressed?
4. What does the lower figure show?
5. What is it called?
6. What does the upper figure show?
7. What is it called?
8. How do fractions originate?
9. What of the note, &c.?

Lesson 19.

1. What of decimal fractions?
2. How is the unit divided?
3. What the denominator?
4. If vulgar fractions, how written?
5. What may hence be seen?
6. What therefore follows?
7. How are whole numbers distinguished?
8. How whole numbers valued?
9. How decimal fractions valued?
10. Explain by the table and the note?

Lesson 23.

1. What of the note on decimals?
2. The 1st step in the rule for adding?
3. What is the 2d step, &c.?
4. What is the 3d step, &c.?
5. What the proof of the operation?

Lesson 27.

1. The 1st step in the rule for subtracting?
2. What is the 2d step?
3. What is the proof?
4. The 1st step in multiplication?
5. What is the 2d step?
6. What is the proof?
7. What is the note on the subject?

Lesson 31.

1. The 1st step in division?
2. The 2d step? 3d step?
3. The 4th step? 5th step, or proof?
4. What of the note, &c.?

Lesson 39.

1. What is the object of this lesson?
2. What the 1st step in the rule?
3. What the 2d step?
4. What of the note, &c.?
5. What the proof of the operation?

Lesson 43.

1. What the object of this lesson?
2. What the 1st step in the rule?
3. What the 2d step? The 3d, &c.?
4. The 4th step? The example?

Lesson 47.

1. What is the note on this lesson?
2. The 1st step in the rule?
3. The 2d step? 3d step, &c.?
4. What of the note in conclusion?

Lesson 55.

1. What is the object of this lesson?
2. What the 1st step in the rule?
3. The 2d step? 3d step?
4. The 1st Obs.? 2d Obs.?
5. Which the easiest whole numbers, or decimal fractions, and why?
6. What distinguishes these from them?

Grammatical Exercises.

LESSON 4.

1. What is the object of the lesson?
2. What the obs. on the subject?
3. Illustrate by an example.

LESSON 8.

1. What is the infinitive mood?
2. How is it distinguished?
3. What is there peculiar about it?
4. What are its tenses?
5. How is it inflected?
6. What of the note, &c.?

LESSON 12.

1. Relate the 19th rule of syntax.
2. Illustrate by an example.
3. Can the preposition be omitted?

LESSON 16.

1. Describe the imperative mood.
2. What of its time, &c.?
3. What is only a helping verb?
4. What of the note on this verb?
5. How is walk inflected?
6. What are the participles?

LESSON 20.

1. To what does this lesson refer?
2. What of the note in relation?
3. What the present defective verbs?
4. What are those in imperfect time?
5. What of must and ought?
6. Illustrate by the examples.
7. What of the subjoined note?

LESSON 24.

1. What is the object of this lesson?
2. What of the note in relation?
3. Inflect the verb through pres. time, inf. mood.
4. Do. do. through imperfect time.
5. Do. do. through perf. time.

LESSON 28.

1. Inflect the verb through pluperfect time.
2. Do. do. through 1st future time.
3. Do. do. through 2d future time.
4. Do. do. solemn, &c. style, respectively.

LESSON 32.

1. Inflect the verb through the pres. time, sub. mood, 1st form.
2. Do. do. through imperf. time.
3. Do. do. pres. time, 2d form.
4. Do. do. imperf. time.
5. What of the note in relation?

LESSON 36.

1. Inflect the verb through pres. time, potent. mood.
2. Do. do. imperf. time.
3. Do. do. perfect time.
4. Do. do. pluperf. time.

LESSON 40.

1. Inflect the verb through pres. time, infin. mood.
2. What are the participles?
3. What of note in relation?

LESSON 44.

1. The object of this lesson?
2. Inflect it through pres. time, indic. mood.
3. Do. through imperf. time.
4. What of note 1. in relation?
5. What of note 2. in relation?
6. What of note 3. in relation?

LESSON 48.

1. Inflect through indic. mood, perfect time.
2. Do. through pluperf. time.
3. Do. do. 1st fut. time.
4. Do. do. 2d fut. time.
5. What of the note in relation?

LESSON 52.

1. Inflect the verb through the present time, subjunct. mood, 1st form.
2. Do. through imperf. time.
3. Do. present time, 2d form.

LESSON 56.

1. Inflect the verb through present time of the potent. mood.
2. Do. through imperf. time.
3. Do. through perf. time.
4. Do. through pluperf. time.

LESSON 60.

1. Inflect the verb through the imperative mood.
2. Do. through the infin. mood.
3. What are the participles?

CHAPTER XXIII.

(Lesson 1.) SPELLING.

Words of two syllables; accent on the second; vowels short.

a board	*ă bōrd'*	af front	*ăf frŭnt'*
a bove	*ă bŭv'*	a flont	*ă flote'*
a breast	*ă brĕst'*	a foot	*ă fŭt'*
a bridge	*ă brĭdje'*	a fraid	*ă frāde'*
a broad	*ă brâwd'*	a gain	*ă gĕn'*
ab scond	*ăb skŏnd'*	a gainst	*ă gĕnst'*
ab stain	*ăb stāne'*	ag gress	*ăg grĕs'*
a buse	*ă būze'*	a ghast	*ă găst'*
a byss	*ă bĭs'*	a gone	*ă gŏn'*
ac cede	*ăk sēde'*	a head	*ă hĕd'*
ac cept	*ăk sĕpt'*	a lack	*ă lăk'*
ac cess	*ăk sĕs'*	al caid	*ăl kāde'*
ac compt	*ăk kòûnt'*	al cove	*ăl kŏve'*
ac cord	*ăk kòrd'*	a light	*ă līte'*
ac cost	*ăk kŏst'*	al lay	*ăl lā'*
ac count	*ăk kòûnt'*	al lege	*ăl lĕdje'*
ac crue	*ăk krôô'*	al low	*ăl lō'*
ac cuse	*ăk kūze'*	al loy	*ăl lŏe'*
ac quaint	*ăk kwānt'*	al ly	*ăl lī'*
ac quire	*ăk kwīre'*	a main	*ă māne'*
ac quit	*ăk kwĭt'*	a merce	*ă mĕrs'*
a cross	*ă krŏs'*	a mong	*ă mŭng'*
a cute	*ă kūte'*	a muse	*ă mūze'*
ad dict	*ăd dĭkt'*	an nex	*ăn nĕks'*
ad duce	*ăd dūse'*	an noy	*ăn nŏe'*
a dieu	*ă dū'*	an tique	*ăn tēēk'*
ad journ	*ăd jŭrn'*	a pace	*ă pāse'*
ad mix	*ăd mĭks'*	a peak	*ă pēke'*
a do	*ă dôô'*	ap pal	*ăp pâl'*
ad vance	*ăd vāns'*	ap peal	*ăp pēle'*
ad vise	*ăd vīze'*	ap pear	*ăp pēre'*
af fair	*ăf fâre'*	ap pease	*ăp pēze'*
af fect	*ăf fĕkt'*	ap pend	*ăp pĕnd'*
af fix	*ăf fĭks'*	ap plaud	*ăp plâwd'*
af flict	*ăf flĭkt'*	ap ply	*ăp plī'*
af fray	*ăf frā'*	ap praise	*ăp prāze'*
af fright	*ăf frīte'*	ap prove	*ăp prôôv'*

(Lesson 2.) READING.

Dialogue, &c.—Gold, Silver, Platina, &c.

Jane. I hope', mother', you will not forget to tell us something about gold' and silver.

Ma. You mean', I suppose', to have me speak of the metals in *general*. I must begin by observing that metals are distinguished from all *other* substances', by *four* distinct qualities;

weight\, opacity\, and brilliancy/, and the property of conducting the electric fluid, called lightning\.

Mary. I suppose I know\ what you mean\; you refer to the long rods of iron which are set up by the side of buildings to protect them from lightning\.

Ma. I do\, my child\; and since you have been so apt/, it will give me pleasure to inform you that the *lightning rod*/, is a discovery of the *seventeenth* century, by our esteemed countryman/, *Dr. Benjamin Franklin*\.

Jane. But now for the *metals*\; you said they were heavy\, opaque/, and brilliant\.

Ma. Yes\; and they have some *other* properties\; all of which contribute to render them greatly useful for the purposes of common life/, and the different arts\. Gold\, silver\, and platina/, are called *noble* metals\; because they cannot be altered by fire\ or air\. Platina is the *heaviest* metal known\; it is 23 times the weight of pure water\; gold is 19 times, quick silver, $10\frac{1}{2}$ times\, lead $11\frac{1}{2}$ times/, and silver $10\frac{1}{2}$ times the weight of water\.

Mary. Where are the metals found\, mamma\?

Ma. The *noble* metals are most abundant in America\; iron is found in almost *every* part of the world\; and lead, tin, &c. are very abundant both in Europe/ and America\.

(Lesson 3.) ARITHMETIC.

Proportion, or the Rule of Three.

NOTE 1. This rule is nothing more than the application of the two grand operative principles in arithmetic to the solution of certain useful problems or practical questions. It is called proportion, because there is an actual relative proportion existing between the given terms; and it is called the Rule of Three, because three terms are always given or implied in each question by which a fourth term or answer is found. It is sometimes called the Golden Rule, in consequence of its great truth, utility, and almost universal application. This rule consists of two parts: *Single* proportion and *Double* proportion.

Single Proportion.

In Single Proportion, three terms are always given in each proposition by which a fourth term is discovered.

Of the three given terms, two are of the nature of a supposition, and the other of a demand.

The term which makes the demand, is always of the same name and kind with the answer or fourth term. Thus: Suppose 6 apples cost 9 cents, then what is the cost of 12 apples? The characters which imply proportion, are these;— : : : : Thus: as 6 apples : is to 12 apples : : so is 9 cts. : 18 cts.

NOTE 2. It has been common to arrange the given terms in proportion in such a way as to require two distinct modes of stating questions, and also two modes of working them. One termed the Rule of Three Direct, and the other, the Rule of Three Inverse. These useless distinctions may be avoided, and the obscurity and labour greatly abridged by adopting one general rule, and making all propositions concur with the Rule of Three Direct.

(Lesson 4.) GRAMMAR.

Exercises in parsing.

RULE 20. Intransitive and neuter verbs, may have the same case of nouns and pronouns, both before them and after them, provided the nouns and pronouns imply the same thing, or stand in apposition. As, Mary is the girl who studies hard. In this example, *the nouns Mary and girl, imply the same thing. The first, is the nominative case to the neuter verb is ; and the latter, is in the same case after the verb, and in apposition to the first.* Rule 20. I am he whom you call. We are they who played at ball. It appears to be he who wrote the verse. They at first took it to be her, but soon found it was not she. He is the man whom we took him to be. He is called John. She was named Mary. His name shall be Immanuel. He seems the father of the family ; or, he seems to be the father of the family. We are they.

(Lesson 5.) SPELLING.

a right	*ă rīte'*	chas tise	*tshăs tīze'*
a rose	*ă rōze'*	col late	*kŏl lāte'*
a rouse	*ă rŏûze'*	col lect	*kŏl lĕkt'*
as cend	*ăs sĕnd'*	com bine	*kŏm bīne'*
as cent	*ăs sĕnt'*	com mit	*kŏm mĭt'*
as cribe	*ăs krībe'*	com mix	*kŏm mĭks'*
a skew	*ă skū'*	com pare	*kŏm pâre'*
a squint	*ă skwĭnt'*	com peer	*kŏm pēēr'*
as sail	*ăs sāle'*	com pel	*kŏm pĕl'*
as sault	*ăs sâlt'*	com pile	*kŏm pīle'*
as say	*ăs sā'*	com ply	*kŏm plī'*
as sign	*ăs sīne'*	com port	*kŏm pōrt'*
as suage	*ăs swāje'*	com press	*kŏm prĕs'*
as sure	*ăsh shūre'*	con ceal	*kŏn sēle'*
a stray	*ă strā'*	con cede	*kŏn sēde'*
at tach	*ăt tătsh'*	con ceit	*kŏn sēte'*
at tack	*ăt tăk'*	con sent	*kŏn sĕnt'*
at tain	*ăt tāne'*	con cern	*kŏn sĕrn'*
at taint	*ăt tānt'*	con cise	*kŏn sīse'*
at tract	*ăt trăkt'*	con cur	*kŏn kŭr'*
a vail	*ă vāle'*	con demn	*kŏn dĕm'*
a vaunt	*ă vânt'*	con dign	*kŏn dīne'*
a venge	*ă vĕnje'*	con dole	*kŏn dōle'*
a vow	*ă vŏû'*	con duce	*kŏn dūse'*
a wait	*ă wāte'*	con duct	*kŏn dŭkt'*
a wake	*ă wāke'*	con fer	*kŏn fŭr'*
a way	*ă wā'*	con fess	*kŏn fĕs'*
a wry	*ă rī'*	con fide	*kŏn fīde'*
ca bal	*kă băl'*	con fine	*kŏn fīne'*
ca jole	*kă jōle*	con firm	*kŏn fĭrm'*
ca lash	*kă lăsh'*	con flict	*kŏn flĭkt'*

ca nal	*kă năl′*	con form	*kŏn fôrm′*
ca nine	*kă nīne′*	con front	*kon frŭnt′*
ca noe	*kă nôô′*	con fuse	*kŏn fūze*
ca rouse	*kă rôûze′*	con geal	*kŏn jēēl′*
cash ier	*kăsh ēēr′*	cor join	*kŏn jòin′*
ca tarrh	*kă tăr′*	con jure	*kŏn jūre′*
cha mois	*shă mòē′*	con nect	*kŏn nĕkt′*

(Lesson 6.) READING.

Dialogue, &c.—Steel, Needles, Pins, &c.

Mary. Mamma′, which is the most useful of all the metals?

Ma. Iron; and it is probably the most plenty; therefore′, cheap; few of the mechanic arts could be carried on without it.

Jane. I think I have been told that steel is made of iron.

Ma. It is; for this purpose′, a bar of iron is buried in charcoal′, and kept in an intense heat for a given time′, which changes the iron to steel. In making cast iron′, the metal passes through the state of steel.

Mary. Mamma′, are not needles and pins′ made of steel′? I thought they were′.

Ma. Needles are′; but pins are made of brass wire; and afterwards whitened by being immersed in a solution of tin and lees′, or the dregs of wine. Few objects can be more amusing than a view of a pin manufactory. Each pin passes through the hands of twenty-five persons. These unitedly′, can make one hundred and twenty-five thousand pins in one day; whereas′, one man′, taking the rough metal′, and going through the whole process himself′, would hardly complete one pin a day; so much is gained by the division of labour.

Mary. How many hundred pins have I wasted′, without once thinking how much trouble and labour it required to make them.

Ma. Now you know something of their worth′, and the pains bestowed upon making them′, I hope you will be more thoughtful′, and more careful. A giddy carelessness′, my child′, always leads to some evil; whereas a thoughtful and reasonable prudence′, ever tends to promote some good.

Jane. We will try and be content with this account of pin making′, until we have the pleasure of going with you to visit a manufactory.

(Lesson 7.) ARITHMETIC.

Single Proportion.

RULE 1. Put that term which is of the same name and kind with that of the answer, in the 3d place, for a multiplier.

2. Then, if, from the nature of the question, the fourth term or answer, must be more than the 3d term; place the larger of the

two remaining terms in the 2d place for a multiplicand, and the other in the 1st place for a divisor.

3. Multiply the 2d and 3d terms together, and divide the product by the 1st, and the quotient will be the true answer.

Thus: If 6 apples cost 9 cents, what will twelve apples cost?

1 2 3 4 — 2 3 — 1 4

As 6 : 12 : : 9 : 18 — Then, $12 \times 9 \div 6 = 18$ *Ans.*

NOTE 1. In this question, 9 cents, is of the same name and kind with the answer, and stands in the 3d place; the answer must be more than the 3d term, because, 12 apples will, at the same rate, cost more than 6; therefore, 12 occupies the 2d place, and the remaining term, 6, the 1st place. Then, 12 multiplied by 9, equals 108; which, divided by 6, gives 18 cents, the answer, in the same name and kind with the 3d term.

OBS. *When, from the nature of the question, the fourth term or answer must be less than the third term, then the smaller of the two remaining terms must have the second place, and the larger, the first place.*

Thus: If 18 cents buy 12 apples, how many will 9 cents buy?

1 2 3 4 — 2 3 — 1 4

As 18 : 9 : : 12 : 6. — Then, $9 \times 12 = 108 \div 18 = 6$ *Ans.*

NOTE 2. Here the answer is in apples, and the third term is in apples, and because 9 cents, at an equal rate, will buy less than 18 cents, the answer will be less than the 3d term; therefore 9, the smaller of the remaining terms, takes the 2d place, and 18, the larger, the 1st place. Hence, it is evident from both examples, that a large multiplier, and a small divisor, produces a large quotient; while a small multiplier, and a large divisor, yields a small quotient. All questions in Single Proportion may be stated and worked in the above mode.

(Lesson 8.) GRAMMAR.

Exercises in Parsing.

RULE 21. The Infinitive mood or part of a sentence, may be made the subject of a verb, and it is always in the third person, singular number; as, to be idle, is sinful. *Here, to be idle, is a verb in the infinitive mood, used as the subject of the verb, is; and, is, is a neuter verb, indicative mood, present time, and agrees with its subject, to be idle, in the 3d person, singular number, rule* 1. Not to mourn at all, is a mark of insensibility. To read is useful. To ride is healthy. Reading good books, improves the mind. To err is human.

OBS. *The infinitive mood or part of a sentence, may be made the object of a transitive verb, or a present participle;* as: Boys love to play. Mary begins to write. She is learning to sing. He is trying to skate. Learn of the mole to plough; of the worm to weave; of the dove to be constant; of the bee to be industrious, and of the ant to be provident.

(Lesson 9.) SPELLING.

en sure	*ĕn shūre'*	ga zette	*gă zĕt'*
en tail	*ĕn tāle'*	gaz on	*găz ŏn'*
en tice	*ĕn tīse'*	hus sar	*hŭz zär'*

en tomb	*ĕn tôôm′*	il lapse	*ĭl lăps′*
en trance	*ĕn trănse′*	im brue	*ĭm brôô′*
en treat	*ĕn trēte′*	im bue	*ĭm bū′*
es cape	*ĕs kāpe′*	im pair	*ĭm pâre′*
es say	*ĕs sā′*	im pearl	*ĭm pĕrl′*
ex act	*ĕgz ăkt′*	im ply	*ĭm plī′*
ex alt	*ĕgz ôlt′*	im pose	*ĭm poze′*
ex cel	*ĕk sĕl′*	im press	*ĭm prĕs′*
ex cept	*ĕk sĕpt′*	im prove	*ĭm prôôv′*
ex cess	*ĕk sĕs′*	in case	*ĭn kās′*
ex cite	*ĕk sīte′*	in clude	*ĭn klūde′*
ex clude	*ĕks klūde′*	in crease	*ĭn krēse′*
ex cuse	*ĕks kūze′*	in cur	*ĭn kŭr′*
ex empt	*ĕgz ĕmpt′*	in debt	*ĭn dĕt′*
ex ert	*ĕgz ĕrt′*	in dict	*ĭn dĭkt′*
ex hale	*ĕgz hāle′*	in dow	*ĭn dŏŭ′*
ex hort	*ĕgz hôrt′*	in duce	*ĭn dūse′*
ex ile	*ĕgz zīle′*	in duct	*ĭn dŭkt′*
ex ist	*ĕgz ĭst′*	in dulge	*ĭn dŭlje′*
ex pand	*ĕks pănd′*	in fect	*ĭn fĕkt′*
ex pect	*ĕks pĕkt′*	in firm	*ĭn fĕrm*
ex pel	*ĕks pĕl′*	in flect	*ĭn flĕkt′*
ex pend	*ĕks pĕnd′*	in flict	*ĭn flĭkt′*
ex pert	*ĕks pĕrt′*	in fringe	*ĭn frĭnje′*
ex pire	*ĕks pīre′*	in fuse	*ĭn fūze′*
ex plain	*ĕks plāne′*	in gulph	*ĭn gŭlf′*
ex plode	*ĕks plōde′*	in lay	*ĭn lā′*
ex ploit	*ĕks plŏĭt′*	in quire	*ĭn kwīre′*
ex plore	*ĕks plōre′*	in spect	*ĭn spĕkt′*
ex port	*ĕks pōrt′*	in stead	*ĭn stĕd*
ex pose	*ĕks pōze′*	in still	*ĭn stĭl′*
ex press	*ĕks prĕs′*	in struct	*ĭn strŭkt′*
ex tend	*ĕks tĕnd′*	in tomb	*ĭn tôôm′*
ex tol	*ĕks tōl′*	in trench	*ĭn trĕnsh′*
ex tort	*ĕks tôrt′*	in trude	*ĭn trôôd′*
ex tract	*ĕks trăkt′*	in volve	*ĭn vŏlv′*
ex ude	*ĕks ūde′*	in wrap	*ĭn răp′*
ex ult	*ĕgz ŭlt′*		

(Lesson 10.) READING.

Dialogue, &c.—On Fire, &c.

Ma. Mary′, my dear′, move further from the fire. It is un wholesome and dangerous to sit too near the fender′.

Mary. But′, mamma′, I am so cold; I feel as though I wante to get still nearer.

Ma. If you are so cold′, get up and jump about the room; will circulate the blood′, and make you comfortably warm whereas the fire′, as you now sit′, scorches one side′, while th other shivers with cold chills.

Jane. That is very true; I seldom take a walk, even on the coldest days we have, but I am warmer than by sitting close to the fire.

Mary. But the blazing wood is so inviting, and so cheerful, that I can hardly refrain from drawing close to it.

Ma. Remember, my child, how many fatal accidents have happened from venturing too near an inviting blaze.

Jane. Yes; poor Miss Foster always comes into my mind, when I hear of accidents by fire.

Mary. Miss Foster! I am sure I have never heard of her; will you be so kind as to tell me about her?

Ma. Miss Foster was about Jane's age; a healthy, happy girl; cheerful and gay, and surrounded by many dear and tender relations. Many and oft were the times that her anxious mother warned her of the danger of sitting too near the fire. Sometimes the giddy girl would laugh at her fears; but seldom would she regard her admonition, or move from the danger.

Jane. Poor thoughtless child! I feel now as though I wanted to take hold of her, and draw her away from the fire.

Ma. Her error is a very common one;—many people think they are safe, while engaged in the very act by which others have suffered; and, when too late, have found their mistake to their cost.

Jane. Poor Miss Foster found to her cost, that she could not always escape.

Ma. Indeed she did! While reading, intently, close by the fire, a coal fell on her muslin frock, and in a moment she was wrapped in a blaze.

(Lesson 11.) ARITHMETIC.

Single Proportion.

NOTE 1. It sometimes happens that the given terms in proportion, are of several names, or compound terms; as, pounds, shillings, pence, &c.; in which case, the 1st and 2d terms must both be reduced to their lowest, or some convenient and like name, and the 3d term to its lowest, or some convenient name. Then the 4th term, or answer, will appear in the same name and of the same kind with the 3d term. This, however, can be brought back, by reduction, to any required compound terms.

NOTE 2. Remember, that to bring a high name to a low one, you must multiply the higher name by as many of the lower as equals one of the higher. And to bring a low name to a high one, divide the low name by as many of itself as equals one of the high name. These two directly opposite principals control every operation in the reduction of compound terms. (See reduction, ascending and descending.)

If 2 cwt. 1 qr. of sugar bring £6 – 12, what will 12 cwt. bring?

4	20	4
9 qrs.	132 s.	48 qrs.

1 2 3 4

As 9 : 48 : 132 : 704, for, 132×48=6336÷9=704s.÷20=£35–4. *Ans.*

NOTE 3. It matters not whether the 2d term be multiplied by the 3rd, or

the 3d by the 2d, only let one of them be multiplied by the other, and the product divided by the 1st; the quotient will be the answer.

1. If 4 cords of wood cost 8 dollars, what will 16 cords cost?
   1 2 3 4
As, 4 : 16 : : 8 : 32; for, 16×8=128÷4=$32. *Ans.*
As, 32 : 16 : : 8 : 4. 16×8=128÷32=4, proof.

OBS. 1. *It may be observed, that of the four terms employed in the proposition, two are referred to wood, and two to money. And that they are proportionate; that is, as wood is to wood, so is money to money; or, as wood is to money, so is wood to money.*

OBS. 2. *The principles upon which proportion is founded, may be thus illustrated.*

If four numbers are proportional, the product of the extremes, is equal to the product of the means. Therefore, a division, either of the product of the extremes, or of the product of the means, by the first extreme, will give the other extreme.

Thus: as 4 : 8 : : 16 : 32.

And 32×4=128, the product of the extremes.

And 8×16=128, the product of the means.

Now the last product divided by the first extreme, (128÷4=32,) *gives the other extreme, and the first product divided by the first mean,* (128÷8=16,) *gives the other mean. Hence, the propriety of multiplying the 2d and 3d terms together, and dividing the product by the first term.*

(Lesson 12.) GRAMMAR.

Exercises in Parsing.

RULE 22. When a noun or pronoun is used before the present participle, and is the subject of no verb, it is in the *nominative case absolute.* As, the boy being hurt, the people sent for a coach, and he rode home. *In this example, the noun, boy, is put before the present participle, being, independent of any verb, hence, in the nominative case absolute; for it is governed by no word in the sentence.*

The storm abating, the party took up their line of march. He being sick, the doctor was called. The tree falling, the horse took fright. She singing, the birds were charmed. The house burning, the family fled. The sun rising, the day was fine. The rain falling in torrents, the whole country was flooded. He having submitted his cause, the court gave judgment.

(Lesson 13.) SPELLING.

ma chine	*mă shēēn′*	rac′koon	*răk kôôn′*
main tain	*mĕn tāne′*	ra gout	*ră gôô′*
ma rine	*mă rēēn′*	sub ject	*sŭb jĕkt′*
mis call	*mĭs kâwl′*	sub serve	*sŭb sĕrv′*
mis cast	*mĭs kăst′*	sub tract	*sŭb trăkt′*
mis do	*mĭs dôô′*	suc ceed	*sŭk sēēd′*

mis doubt	*mĭs dòùt'*	suc cess	*sŭk sĕs'*
mis give	*mĭs gĭv'*	suf fice	*sŭf fīze'*
mis lead	*mĭs lēde'*	sur mise	*sŭr mīze'*
mis spend	*mĭs spĕnd'*	sur pass	*sŭr păs'*
mis rule	*mĭs rôôl'*	sur prise	*sŭr prīzé'*
mis use	*mĭs ūze'*	sur tout	*sŭr tôôt'*
ob lique	*ŏb like'*	sur vey	*sŭr vā'*
ob scene	*ŏb sēēn'*	sus pect	*sŭs pĕkt'*
ob serve	*ŏb zĕrv'*	sus tain	*sŭs tāne'*
ob struct	*ŏb strŭkt'*	tra duce	*trā dūce'*
ob tain	*ŏb tāne'*	trans act	*trăns ăkt'*
ob trude	*ŏb trôôd'*	trans fix	*trăns fĭks'*
oc cult	*ŏk kŭlt'*	un blown	*ŭn blōne'*
oc cur	*ŏk kŭr'*	un bought	*ŭn bâwt'*
op pose	*ŏp pōze'*	un case	*ŭn kāsē'*
op press	*ŏp prĕs'*	un caught	*ŭn kâwt'*
per ceive	*pĕr sēve'*	un chain	*ŭn tshāne'*
per plex	*pĕr plĕks'*	un clasp	*ŭn klăsp'*
pol tron	*pŏl trôôn'*	un clean	*ŭn klēne'*
pos sess	*pŏz zĕs'*	un clew	*ŭn klū'*
pur vey	*pŭr vā'*	un clog	*ŭn klŏg'*
qua drille	*kä drĭl'*	un close	*ŭn klōze'*

(Lesson 14.) READING.

Dialogue, &c.—Death of Miss Foster.

Mary. Was there no one in the room to assist in putting the fire out'?

Ma. Yes\; her younger *sister* was there\; but her fright was such that she could render no assistance\; she stood shrieking by the side of the sufferer\.

Jane. Oh! what a scene\; what *agony* the ill fated girl must have felt', both of *body'* and *mind\!*

Ma. And yet it is nothing more than your sister *Mary* may realise\, if she continues her imprudent habit of running close to the fire'.

Mary. Oh! indeed, mamma! I hope I am not destined to suffer such a death'.

Ma. Why', my child', if you *expose* yourself as *others* have done', you lay yourself open to the visitations which *others* have met\. Like *others'*, you are mortal\; like *others'*, you are sensible to pain', and liable to accident\; why', therefore', should you not', like *others'*, pay the penalty due to rashness' and disobedience\?

Mary. But', mamma', I will', *indeed'*, try to obey you', and keep away from the fire\. Now go on with the *story*\, if you please'.

Ma. The shrieks of the two girls reached the ears of a servant in an adjoining room', who ran to their assistance\. With great presence of mind', she snatched the hearth rug', wrapped it

round the suffering girl, and extinguished the flames. But, alas the relief came *too* late. All that could be done by medical and surgical aid, was done, but to no effect; after suffering for about twelve hours the most heart-rending tortures, she resigned her breath.

(Lesson 15.) ARITHMETIC.

Practical Exercises in Single Proportion.

1. 81 cents will purchase 2 bushels of corn; what will $31 buy? *Ans.* 777 bu. 3 p.

2. $40.96 purchased 72 yds of broad cloth; what will 9 yd of it cost? *Ans.* $5.12.

3. 50 cents will buy 7 lbs. of sugar; how many pounds will $6.38 buy? *Ans.* 89 lbs. 5 oz.

4. $9.76 will buy 12 yards of cloth, how many yards will $15 buy? *Ans.* 184 – 1 – 3.

5. £1 – 8 will buy 16 lbs. of loaf sugar, what will 112 lbs. cost? *Ans.* £9 – 16.

6. £9 – 16 will buy 112 lbs. loaf sugar, what will 28s. buy? *Ans.* 16 lbs.

7. A. spends 7d. a day for rum; what is that for 365 days, or one year? As 1 : 365 : : 7 : 2555d. *Ans.* £10 – 12 – 11.

OBS. 1. *In this question, the first term is one day; and as one will not divide, the operation is resolved in simple multiplication; for,* 365×7=2555d.÷12 *and* 20=£10 – 12 – 11. *Ans.*

8. A. spends £10 – 12 – 11, for rum, in 365 days; what is that for one day?

At 365 : 1 : : 10 – 12 – 11=2555d. : 7d. *Ans.* 7d.

OBS. 2. *Here the 2d term is one, and the operation resolves itself into simple division; for,* 2555÷365=7, *the answer. Hence, when the 1st term is one, the answer is obtained by multiplying; and when the 2d term is one. the answer is obtained by division.*

9. A.'s yearly income is $300, what is that for one day?

As 365 : 1 : : 300 : 82. *Ans.* 82 cents.

10. B. sold his corn for 59 cents a bushel; what does he get for 24 bushels? As 1 : 24 : : 59 : 14.16. *Ans.* $14.16.

11. C. bought cheese at 7¼ cents a pound; what did he give for 156 lbs. *Ans.* $11.70.

(Lesson 16.) GRAMMAR.

Exercises in Parsing.

RULE 23. The verb in the infinitive mood may be used without any dependence on any governing word; and it is then called the *Infinitive Mood absolute*. As, To confess the truth, I was in fault. *In this example, the phrase, to confess the truth, is parsed in construction, by saying it is the infinitive mood absolute.*

To be plain, he left his work undone. To be short, let him

bring it. To lay aside jesting, he was dangerously ill. To be up with you, he took it.

NOTE. The nominative case absolute, the nominative case independent, and the infinitive mood absolute, are all manifestly different.

To flatter a man, raises his vanity. To respect yourself, is to respect mankind. He knowing the fact, his pride was moved. If he is loved, let him return it in good faith. Should he return it, the object will be grateful. He has been at home these two hours, and he was seen by the boy. I tell you, my friend, go on. To be candid, I bid you go on. Having heard the cause, the court adjourned. Pursuant to orders, he marched his men up the hill, on the south side, by the fort, near the summit. The ground was taken agreeably to orders. The sun rises, and it is day. The sun sets, and it is night.

(Lesson 17.) SPELLING.

un coil	*ŭn kòĭl'*	un seal	*ŭn sēle'*
un couth	*ŭn kôôth'*	un slain	*ŭn slāne'*
un curl	*ŭn kŭrl'*	un sought	*ŭn sawt'*
un deck	*ŭn dĕk'*	un sown	*ŭn sone'*
un do	*ŭn dôô'*	un staid	*ŭn stāde'*
un done	*ŭn dŭn'*	un struck	*ŭn strŭk'*
un dress	*ŭn drĕs'*	un sure	*ŭn shūre*
un due	*ŭn dū'*	un taught	*ŭn tawt'*
un firm	*ŭn fĕrm'*	un teach	*ŭn tētsh'*
un fix	*ŭn fĭks'*	un thread	*ŭn t'hrĕd'*
un fought	*ŭn fawt'*	un tie	*ŭn tī'*
un gain	*ŭn gāne'*	un tread	*ŭn trĕd'*
un glue	*ŭn glū'*	un true	*ŭn trôô'*
un heard	*ŭn hĕrd'*	un veil	*ŭn vāle'*
un hinge	*ŭn hĭnje'*	un well	*ŭn wĕl'*
un kind	*ŭn kyīnd'*	un wise	*ŭn wīze'*
un known	*ŭn none'*	un wrung	*ŭn rŭng'*
un lace	*ŭn lāse'*	un bear	*ŭn bāre'*
un latch	*ŭn lătsh'*	un braid	*ŭn brūde'*
un learn	*ŭn lĕrn'*	un cast	*ŭn kăst'*
un less	*ŭn lĕs'*	un hoard	*ŭn hôrd'*
un load	*ŭn lōde'*	up on	*ŭp pŏn'*
un lock	*ŭn lŏk'*	up raise	*ŭp rāze'*
un meant	*ŭn mĕnt'*	up rear	*ŭp rēre'*
un mixt	*ŭn mĭkst'*	up rise	*ŭp rīze'*
un mould	*ŭn nōld'*	up rouse	*ŭp rôûze'*
un nerve	*ŭn nĕrv'*	well born	*wĕl bôrn'*
un pack	*ŭn păk'*	well bred	*wĕl brĕd'*
un paid	*ŭn pāde'*	well met	*wĕl mĕt'*
up reave	*ŭn rēve'*	with all	*wĭt'h ăl'*
un rol	*ŭn rōle'*	your self	*yŭr sĕlf'*
un said	*ŭn sĕd'*		

(Lesson 18.) READING.

Reflections; Cotton Plant, &c.

Mary. Oh!, mamma, I shall never forget *this* story'. How the poor girl must have suffered\! What a change in all her hopes and prospects', in the space of twelve short hours\! The thought makes me dread the fire\.

Ma. I hope', my daughter', the remembrance of this sad catastrophe will lead you to avoid the risk of a like painful disaster\.

Jane. Muslins and calicoes are so very easily set on fire', and they burn so quick', that for children they must be dangerous clothing\.

Ma. They certainly are\; and yet no fabric is more *generally* worn\. It is so abundant and cheap', that the poor find it more convenient than any *other* fabric\.

Mary. I suppose cotton is the material of which muslins and calicoes are made\; *where* does it grow\?

Ma. It grows in Asia\, Africa', and America\. Some of the cotton plants are annuals\; that is, they live but for one season\; others are perennials', and live many seasons\. These are pruned', and not allowed to grow above four or five feet high\. The pods in which the cotton is enclosed, are gathered twice a year\; in November' and in February\. These pods are generally as large as a good sized apple\; and, when picked', they are dried in the sun\. When dry', and the outer husks are taken off', and the seeds taken out by a mill', then the cotton is picked clean by women\, packed in large sacks', and sent to market\.

(Lesson 19.) ARITHMETIC.

Practical Exercises in Single Proportion.

12. If 103galls. of molasses cost £17 - 4 - 8; what will 1 gallon cost? *Ans.* £0 - 3 - 4.

13. A. failed in trade, and owed $29475, his effects sold for $21894.03; what will he pay on the dollar? *Ans.* $0.74.2.

14. B. compounded with his creditors for £0 - 12 - 6 on the £; what will £1000 draw? *Ans.* £625.

15. C's. income is $890.15 a year; how much may he spend each day, and lay by $120? *Ans.* 2.11.

16. D's. yearly income was $1333, and he spent $2.14, each day; what did he lay by? *Ans.* $551.90.

17. E. bought a farm of 225 acres, at $43.75 an acre; what was the whole cost? *Ans.* $9843.75.

18. D. is worth $1786.67, and is taxed 12 cents on a dollar; to what does the tax amount? *Ans.* $214.40.

19. F. bought 17cwt. 3qrs. 17lbs. of tobacco for $320.80; what did he pay for an ounce? *Ans.* 1 cent.

(Lesson 20.) GRAMMAR.

Ellipsis.

NOTE. Ellipsis implies the omission of a word or words, by which unnecessary and disagreeable repetitions are avoided, while the sense is rendered sufficiently obvious. Thus:—By saying Joseph is a learned man, and Joseph is a wise man, and Joseph is a happy man, the repetition of the noun Joseph becomes tedious and offensive; this may be remedied by employing Ellipsis. Thus: Joseph is a learned, wise, and happy man. Almost all compound sentences are more or less elliptical; but in parsing, the words must be supplied. Whenever the omission of words tends to weaken the strength of a sentence, or obscure its meaning, they should be expressed in full.

Thus:—Joseph will pardon who opposes his wishes—the omission of the pronoun, him, after the verb, pardon, obscures the sense. A beautiful field and trees, is also improper; for conjunctions connect nouns in the same limitations; hence, by supplying the ellipsis, the sentence would read thus. A beautiful field, and a beautiful trees.

Exercises in Parsing.

NOTE. In the following exercises, the same word becomes, in different relations, a different part of speech.

The sun was pleasant, and the day was calm. After a storm, comes a calm. He subdued passion and calmed it. A little, with content, is better than much with strife. Better is a little with peace, than a great deal with war. The gay and dissolute think little of approaching misery. A little thought might set him right. He is out of danger, yet he still fears. Fair goes far. The fair was held at Boston.

Questions on the 23d Chapter.

Arithmetical Exercises.

LESSON 3.

1. What is the subject of this lesson?
2. What is remarked of this rule?
3. Why called proportion?
4. Why the rule of three?
5. Why the golden rule?
6. How is it divided?
7. Describe single proportion?
8. What of the three terms?
9. What of the term of demand?
10. How is proportion illustrated?
11. What of the note in relation?

LESSON 7.

1. The 1st step in the rule for stating?
2. What the 2d step? 3d step?
3. How illustrated? What of the note?
4. What of the observation?
5. How is it illustrated?
6. What of the 2d note?

LESSON 11.

1. What the subject of this lesson?
2. What of the 1st note, &c.?
3. What of the 2d note, &c.
4. Point out the illustration.
5. What of the 3d note, &c.?
6. The 1st obs.? 2d obs.?

LESSON 15.

1. What the object of this lesson?
2. What of the 1st obs.?
3. What of the 2d obs.?
4. What do you learn from both?

Grammatical Exercises.

LESSON 4.

1. To what does this lesson refer?
2. What the 20th rule of syntax?
3. How is it illustrated?

LESSON 8.

1. What is the 21st rule of syntax?
2. How is it illustrated?
3. What of the obs. subjoined?

LESSON 12.

1. What is the 22d rule of syntax?
2. How is it illustrated?

3. What do you learn from it?

LESSON 16.

1. What is the 23d rule of syntax?
2. How is it illustrated?
3. What of the subjoined note?

LESSON 20.

1. To what does this lesson refer?
2. What is ellipsis?
3. How is it illustrated?
4. What of the subjoined note?

CHAPTER XXIV

(Lesson 1.) SPELLING.

Words of two syllables; accent on the first; vowels long

a ble	*ā'bl*	blind ly	*blīnd'lē*
a corn	*ā'kôrn*	blind ness	*blīnd'nĕs*
a cre	*ā'kŭr*	blue ly	*blū'lē*
a ged	*ā'jĕd*	blue ness	*blū'nĕs*
a gent	*ā'jĕnt*	board er	*bōr'dŭr*
aid ance	*ād'ănse*	boast er	*bōst'ŭr*
aid er	*ād'ŭr*	boast ful	*bōst'fŭl*
aid less	*ād'lĕs*	boat man	*bōt'măn*
ail ment	*āil'mĕnt*	boat swain	*bō'sn*
ail ing	*āle'ing*	bo hea	*bō'hē*
al ien	*āl'yĕn*	bold ly	*bōld'lē*
al ish	*āle'ish*	bold ness	*bōld'nĕs*
an cient	*āne'tshănt*	bolt er	*bōlt'ŭr*
an gel	*āne'jĕl*	bolt head	*bōlt'hĕd*
a zure	*ā'zhūre*	bolt sprit	*bōw'sprĭt*
ba by	*bā'bē*	bone lace	*bōne'lāse*
bai liff	*bā'lĭf*	bone less	*bōne'lĕs*
ba ker	*bā'kŭr*	bo ny	*bō'nē*
base ly	*bāse'lē*	bo rax	*bō'răks*
base ness	*bāse'nĕs*	bow ler	*bō'lŭr*
ba sin	*bā'sn*	bow man	*bō'măn*
bea con	*bē'kn*	bow string	*bō'strĭng*
bea gle	*bē'gl*	brace let	*brāse'lĕt*
bea my	*bē'mē*	bra zier	*brā'zhŭr*
beard ed	*bēērd'ĕd*	brave ly	*brāve'lē*
beard less	*bēērd'lĕs*	bra zen	*brā'zn*
beard ing	*bēērd'ing*	brea ker	*brāk'ŭr*
beast ish	*bēēst'ish*	bree zy	*brē'zē*
beast ly	*bēēst'lē*	bri dle	*brī'dl*
bea ten	*bē'tn*	brief ly	*brēēf'lē*
bea ver	*bē'vŭr*	brief ness	*brēēf'nĕs*
beau ish	*bō'ish*	bri er	*brī'ŭr*
beau ty	*bū'tē*	bright en	*brīt'n*
bee tle	*bē'tl*	bright ly	*brīt'lē*
be som	*bē'zŭm*	bri ny	*brī'nē*
bind er	*bīnd'ŭr*	bro ken	*brō'kn*
bi ter	*bī'tŭr*	bu gle	*bū'gl*
bla mer	*blā'mŭr*	buy er	*bī'ŭr*
bla zer	*blā'zŭr*	by room	*bī'rôôm*
bla son	*blā'zn*	by street	*bī'strēēt*
bleak ness	*blēke'nĕs*		

(Lesson 2.) READING.

Dialogue, &c.—Preparation of Cotton, &c.

Mary. Mamma′, I have been thinking that the labour of picking, and cleaning cotton′, must be a slow and tasteless employment\; and that it must require the time of a great many women\. But what course does the cotton take′, after it is packed for market\?

Ma. It is exported to foreign countries′, and committed to the hands of the manufacturer\. Cotton constitutes an article of immense trade\; it employs a vast cash capital′, and gives encouragement to many thousands of industrious men\, women′, and children\.

Jane. Yes\; for the raw material must be picked\, carded′, spun\, wove′ and bleached\, before it comes into our hand′. Perhaps′, mother′, you will tell us something of the manufactory of this article\?

Ma. I would most cheerfully′, had I the least hopes of making you understand it\. I can only say it passes through a great variety of operations\; and that the machinery′, by which these are effected′, is more curious and beautiful than you can imagine\.

Mary. Machine′, I suppose′, means an engine\; and export implies carried out of the country\; while import, its opposite′, (a word which you used just now′,) is to bring into a country\. Thus, we *export* cotton′, and *import* silks\.

Ma. You are right, Mary\. It gives me pleasure to see that you attend with care to the nice meaning of terms\.

Jane. Does the machinery go by hand′?

Ma. Not generally′; the whole requires an immense power\; for the production of which′, a steam engine is used\.

Jane. When we visit the factories with you′, mamma′, you can then explain the engine and machinery so that we shall understand them\; we will, therefore, suspend our inquiries for the present\.

(Lesson 3.) ARITHMETIC.

Exercises in Single Proportion.

20. A staff 4ft. long, casts a shade on level ground, 7ft.; how high will a steeple be at the same time, whose shade is 198 feet long? As 7 : 198 :: 4 : 113$\frac{1}{7}$. *Ans.* 113ft. 2inch. nearly.

21. The earth is 360 degrees in circumference, and a degree, at the equator, is 60 geographical miles; also, the earth turns on her axis every 24 hours; now, how far are the people at the equator carried at each second? *Ans.* 2 furlongs.

22. A. carried goods from Boston to Salem, for 1$\frac{1}{2}$ cents pr. pound, what did he receive on 10cwt. 2 qrs.? *Ans.* $17.64.

23. B. sold wrought silver, 1lb. 7oz. 14dwt., at 79 cts. an ounce; what did he receive? *Ans.* $15.56.

24. C. sold 53 ells 1 qr. English, at 97$\frac{1}{2}$ cents a yard, to what did the sale amount? *Ans.* $64.84 nearly.

(Lesson 4.) GRAMMAR.

Exercises in Parsing.

Joseph has equal knowledge but inferior judgment. He is his inferior in strength, but his superior in prudence. Every being loves its like. Make a like distribution of both, and behave yourself like a man of sound sense. Seek and esteem good company. We may go or stay, just as we like, but we must choose one. They try to walk, to sit, to stand, to run, and to lie, but in vain. You go to and fro in the world, without end or aim. As fifteen is to thirty, so is five to ten. The proportion is as nine to three. He acts in proportion to his means. He will pay, for he knows the law. It is for his peace. Yesterday was a fine day, but to-day is still finer. To-morrow shall be as to-day, and more abundant. Oh! for better days.

Time pointed to a city, vast—
'Twas splendid, rich, and bright;
I saw his years fly swiftly past,
And on that city light.

(Lesson 5.) SPELLING.

ca dence	*kā'dĕnse*	cli max	*klī'măks*
cai tiff	*kā'tĭf*	close ly	*klōse'lē*
ca ny	*kā'nē*	close ness	*klōse'nĕs*
ca per	*kā'pŭr*	clo ser	*klō'zŭr*
ca ret	*kā'rĕt*	clo sure	*klō'zhŭre*
cease less	*sēse'lĕs*	cloth ier	*klōt'h'yŭr*
ce dar	*sē'dŭr*	cloth ing	*klōt'h'ĭng*
ceil ing	*sēl'ĭng*	clo ven	*klō'vn*
ce rate	*sē'rāte*	clo ver	*klō'vŭr*
ce ruse	*sē'rūse*	coal pit	*kōle'pĭt*
cha os	*kā'ŏs*	coarse ly	*kōrse'lē*
chas ten	*tshāse'tn*	coas ter	*kōs'tŭr*
chast ly	*tshāste'lē*	coax er	*kōks'ŭr*
chea pen	*tshē'pn*	co balt	*kō'bălt*
cheap ly	*tshēp'lē*	co hort	*kō'hòrt*
chea ter	*tshē'tŭr*	cold ly	*kōld'lē*
cheer ly	*tshēēr'lē*	cold ness	*kōld'nĕs*
chi der	*tshī'dŭr*	co lon	*kō'lŏn*
chief ly	*tshēēf'lē*	colt ish	*kōlt'ĭsh*
chief tain	*tshēēf'tĭn*	coul ter	*kōl'tŭr*
chok y	*tshō'kē*	cour ser	*kōr'sŭr*
cho ral	*kō'răl*	court ier	*kōrt'yĕr*
cho rus	*kō'rŭs*	court like	*kōrt'lĭke*
cho sen	*tshō'zn*	court ly	*kōrt'lē*
ci der	*sī'dŭr*	cra dle	*krā'dl*
ci on	*sī'ŭn*	cra ven	*krā'vn*
ci pher	*sī'fŭr*	cray on	*krā'ŭn*
claim ant	*klām'ănt*	cra zy	*krā'zē*
claim er	*klām'ŭr*	crea my	*krē'mē*

claim less	*klām'lĕs*	cre dence	*krē'dĕnse*
clay pit	*klā'pĭt*	creep er	*krēē'pŭr*
clay ey	*klā'ē*	cri er	*krī'ŭr*
clear ly	*klēre'lē*	cri sis	*krī'sĭs*
cleav er	*klē'vŭr*	cro cus	*krō'kŭs*
cli ent	*klī'ĕnt*	cro ny	*krō'nē*
cli mate	*klī'māte*	cy prus	*sī'prŭs*

(Lesson 6.) READING.

Dialogue, &c.—The Printing of Calicoes, &c.

Jane. A part of the cloth made from cotton', is appropriated to calicoes\; the printing of which', I should suppose', would afford some amusement\.

Ma. Many parts of the operation is quite inviting\. The small patterns are imprinted by small blocks', similar to your method of stamping letters\; but the larger', are stamped by being impressed with a roller\.

Mary. How are furniture prints managed\? The large bunches of flowers must be very difficult\.

Ma. In those prints, the outlines are first made by a stamp or roller', and then the cloth is spread upon a long table', on each side of which stand the painters\; one paints the red', another, the blue\; a third, the green', and a fourth, the yellow\. Some work the brown stalk', and others tint the leaves\.

Mary. I think', Jane', that employment would please you\.

Ma. The noise of the workfolks\, the warmth of the room\, and the smell of the paint', subtract much from the pleasure of the artist\. As the calico receives the different colours', it passes along the table, till the whole piece is finished\. It is then pressed', measured\, rolled upon a board\, marked', and ready for market\.

(Lesson 7.) ARITHMETIC.

Exercises in Single Proportion.

25. 5 horses eat 10 bushels of oats in one week; how many bushels will 35 eat in a like time. *Ans.* 70 bushels.

26. A. bought goods to the amount of $560, and gained by the sale, $190.40; how much would he have gained, had he laid out but $150? *Ans.* $51.

27. 30 men built a wall in 10 days; how many men will build another wall, 4 times as large, in $\frac{1}{5}$ of the time? *Ans.* 600 men

28. What is the tax on $5097, at 10 cents on a dollar?
Ans. $509.70.

29. What is the cost of 2cwt. 2qrs. 25lbs. of raisins, at 16cts. a pound? *Ans.* $48.80.

30. The equator revolves through the meridian 15° each hour; in what time will 150° 51′ 15″ pass through?
Ans. 10h 3′ 25″.

31. $100 in one year gains $6; what will $314.15 gain in one year? *Ans.* $18.85.

(Lesson 8.) GRAMMAR.

Exercises in Parsing.

His character stands fair. Damp air lies low. Guilt damps his spirits. Soft bodies damp the sound. They are still young; let them not judge yet a while. The few and the many have their faults. Few months pass without rain. We hail you friends. Hail you the morning star. The hail pelts the glass. Much money is wanted. Think much and speak little. He took much care. His years are more than hers, but he is not more wise or learned. The more he got money, the more he seemed to want it. The desire of getting more is not satisfied.

Time bade me see the lightning's flash,
And then turn round again;
I turn'd, and lo! the spring rains wash—
A wild and trackless plain.

(Lesson 9.) SPELLING.

dai ly	*dā'lē*	du cal	*dū'kăl*
dain ty	*dān'tē*	du el	*dū'il*
dai ry	*dā'rē*	du rance	*dū'răns*
dan ger	*dān'jŭr*	du ty	*dū'te*
da tive	*dā'tĭv*	dy ing	*dī'ing*
day book	*dā'bo͝ok*	ea gle	*ē'gl*
day light	*dā'līte*	ear less	*ēr'lĕs*
day star	*dā'stär*	ear ring	*ēr'rĭng*
day time	*dā'tīme*	eas ter	*ēs'tŭr*
deal er	*dēl'ŭr*	eas tern	*ēs'tŭrn*
deal ing	*dēl'ing*	ea sy	*ē'zē*
dear ly	*dēre'lē*	ea ter	*ē'tŭr*
dear ness	*dēre'nĕs*	e clat	*ē'klâw*
de cent	*dē'sĕnt*	e dict	*ē'dikt*
deed less	*dēēd'lĕs*	e gress	*ē'grĕs*
deep en	*dēēp'pn*	eigh teen	*ā'tēēn*
deep ly	*dēēp'lē*	eighth ly	*āyth'k'lē*
deep ness	*dēēp'nĕs*	eigh ty	*ā'tē*
de ism	*dē'izm*	ei ther	*ē't'hŭr*
de ist	*dē'ist*	e pact	*ē'păkt*
dew drop	*dū'drŏp*	e poch	*ē'pŏk*
dew y	*dū'ē*	e qual	*ē'kwăl*
dice box	*dise'bŏks*	e ves	*ē'vn*
di er	*dī'ŭr*	e vil	*ē'vl*
do tage	*dō'tădje*	eye ball	*ī'bâwl*
do tex	*dō'tŭr*	eye brow	*ī'brôû*
dra[illegible]	*drā'pŭr*	eye drop	*ī'drŏp*
dray cart	*drā'kärt*	eye glass	*ī'glăs*
dray man	*drā'măn*	eye less	*ī'lĕs*

drea ry	*drē′rē*	eye shot	*ī′shŏt*
dri ver	*drī′vŭr*	eye sight	*ī′sīte*
dry ly	*drī′lē*	eye sore	*ī′sōre*
dry ness	*drī′nĕs*		

(Lesson 10.) READING.

Dialogue, &c.—Brown Holland, Irish Linen, Flax, &c.

Mary. Now we are on the subject of cloths, do favour us with an account of Brown Holland, and Irish Linen.

Ma. Those articles are manufactured from a beautiful grass green plant, called flax.

Jane. We saw a field of it last summer; it bears a delicate flower of a soft blue cast. The whole field was in bloom.

Ma. You are right, my child. When the flax is ripe, all the blossoms have decayed, and in their places, little bowls or close cups are formed to secure the seed. It is then pulled, and the seed stripped off; after which it is spread thin in a field, where the rain, the dew, and the sun, rot the stalks; or, it is put under water, for a while, where the same process is effected.

Mary. What is the object of rotting it? It seems to me it must tend to spoil it.

Ma. It is rotted for the purpose of making the stalk break easily, and separate from the fibrous substance, which is the only valuable part of it. Subsequently, follow the breaking, dressing, and hackling; then it goes to the spinners, who form the thread, and reel it off in skeins; thence to the weavers, who make it into cloth, and, lastly, to the bleachers, who whiten it and roll it up for market.

(Lesson 11.) ARITHMETIC.

Exercises in Single Proportion.

34. At the rate of 15° an hour, how much of the equator revolves through any meridian in 11h. 58m. 26 seconds?

Ans. 179° 36′ 30″.

35. Mexico is 100° 6′ 45″ west of London; when it is noon at the latter, what is it o'clock at the former?

Ans. 5o'c. 19m. 36sec. A. M.

36. Moscow is 37° 45′ east of London, at which, when it is noon, what is the hour at Moscow? *Ans.* 2 o'clock, 31 min.

37. The sun comes to the meridian of London, 4h. 45m. 20 seconds sooner than at that of Cambridge, Mass. what is the longitude of Cambridge? *Ans.* 71° 20′ west.

38. Sound, not interrupted, moves through the air at the rate of 1142 feet a second; A. at Hartford, heard the report of a cannon two minutes after it was fired at Springfield; what is the distance? *Ans.* 26 miles, nearly.

39. B. saw the flash of lightning, and heard the report 6 seconds after; how far was he from the explosion?

Ans. 6852 feet.

(Lesson 12.) GRAMMAR.

Promiscuous Exercises in Parsing.

Sobriety of life is one of those virtues, which carries with it, its own recommendation. Moderation, vigilance, and temperance, are high and binding duties. Time robs us of all our possessions, except a quiet conscience. Let not the injuries of man overcome your fortitude; your acts of kindness may overbalance them. The cheering hope of a better world, enables us to bear the trials of this, with a better grace. The highest wrongs and rankest troubles, which fall to the lot of man, may be traced to the love of wealth, of power, or of vain glory. Contentment is the inmate of but few families.

Time pointed to a lovely maid
In youth's alluring bloom;
He pass'd; I saw her beauty fade,
And then sink to the tomb.

(Lesson 13.) SPELLING.

fa ble	*fā'bl*	flay er	*flā'ŭr*
face less	*fāse'lĕs*	flee cy	*flē'sē*
face ing	*fās'ing*	flee er	*flē'ŭr*
fail ing	*fāl'ing*	fleet ly	*flēēt'lē*
fail ure	*fāle'yūre*	fleet ness	*flēēt'nĕs*
faint ing	*fānt'ing*	fligh ty	*flī'tē*
faint ly	*fānt'lē*	fly blow	*flī'blō*
faint ness	*fānt'nĕs*	fly er	*flī'ŭr*
fai ry	*fā'rē*	foa my	*fō'mē*
faith ful	*fāit'h'fŭl*	fo cal	*fō'kăl*
faith less	*fāt'h'lĕs*	fo cus	*fō'kŭs*
fame less	*fāme'lĕs*	foe man	*fō'măn*
fam ous	*fām'ŭs*	force less	*fōrse'lĕs*
fa vour	*fā'vŭr*	fore cast	*fōre'kăst*
fear ful	*fēre'fŭl*	fore lock	*fōre'lŏk*
fear less	*fēre'lĕs*	fore sight	*fōre'sīte*
feast er	*fēēst'ŭr*	for ger	*fōre'jŭr*
feast rite	*fēēst'rite*	four fold	*fōre'fōld*
fea ture	*fē'tshūre*	four teen	*fōre'tēēn*
fee ble	*fē'bl*	fourth ly	*fōrt'h'lē*
feed er	*fēēd'ŭr*	frail ness	*frāle'nĕs*
feet less	*fēēt'lĕs*	frail ly	*frāle'lē*
feu dal	*fū'dăl*	freak ish	*frēēk'ĭsh*
fe ver	*fē'vŭr*	free dom	*frē'dŭm*
few el	*fū'ĕl*	free ly	*frēē'lē*
few ness	*fū'nĕs*	free ness	*frēē'nĕs*
fi bre	*fi'bŭr*	fri er	*fri'ŭr*
fi brous	*fi'brŭs*	fri day	*fri'dā*
fierce ly	*fēērse'lē*	frigh ten	*fri'tn*
fight ing	*fŭ'ing*	fright ful	*frīte'fŭl*

fil ings	*fil'ingz*	fu el	*fū'il*
find er	*find'ur*	fu mage	*fū'māje*
fine ly	*fīne'lē*	fu my	*fū'mē*
fine ness	*fīne'nĕs*	fu ry	*fū'rē*
fire lock	*fīre'lŏk*	fu sil	*fū'zil*
fire wood	*fīre'wŭd*	fu sion	*fū'zhŭn*
fire ing	*fīre'ing*	fu tile	*fū'til*
fla my	*flā'mē*	fu ture	*fū'tshūre*
fla vour	*flā'vŭr*		

(Lesson 14.) READING.

Dialogue, &c.—Hemp, Hats, &c.

Mary. Mamma, is not *hemp* used also for making cloth'?

Ma. Yes\; hemp is a tall handsome plant', and grows in large fields, the same as flax\; and it undergoes a similar preparation\. It has been known to grow twenty-five feet high\.

Jane. Is the hemp plant as pretty as the flax plant'?

Ma. In some respects it is quite as pretty\, but less delicate\. The finer kinds only are used for making cloth'; the coarser kinds are made into canvas\, ropes', and cables\. The linen made of hemp', is not so soft and delicate as that made of flax\; but it is stronger' and more durable\.

Mary. I was this morning looking at Papa's hat\; pray how is that produced\?

Ma. Hats, my child, are made of the hair and wool of several animals\; the beaver\, the goat', and the rabbit\; but the best hats are made of the beaver\.

Mary. That is quite new to me\; I thought hats were made of skins\.

Ma. The long and short hair of the above mentioned animals' are carefully shaved off the skins', and well mixed\; the whole is then beaten into one mass', from which the workman takes the quantity necessary for a hat\. This he mats together\, rolls it', and forms the proper texture\; he then shapes it in a mould', and reduces it to the required fashion\. The hat then passes into the hands of the finisher', where it is trimmed' and made ready for use\.

(Lesson 15.) ARITHMETIC.

Exercises in Single Proportion.

40. If 20 horses eat 70 bushels of oats in 3 weeks, how many bushels will 6 horses eat in the same time? *Ans.* 21.

Thus: As 20 : 6 : : 70 : 21

NOTE. The statement of every arithmetical proposition requires thought, and in many cases, careful and particular consideration. In the last question there appear to be four terms given, and, at first view, the scholar may be at a loss to know which of the four is to be rejected in the operation.—But upon examination, he will find the three weeks equally applicable to the supposition and the demand. Hence, not a part of the terms in the proposition.

41. A's family of 10 persons, use 6 bushels of malt in 2

months; how many bushels will serve them, when the family is increased to 15 persons? *Ans.* 9 bushels.

42. B. gives $6 for the use of $100 for 12 months; what must he give for the use of $357.82? *Ans.* $21.47 nearly.

43. If $100 in 12 months gain $6, what principal will gain the same in 8 months? *Ans.* $150.

(Lesson 16.) GRAMMAR.

Exercises in Parsing.

Few have made any great figure in the literary world, who, in early life, did not give some evidence of a love of books. The boy that loves his school, his books, his teacher, and his duty, and that seeks knowledge from the innate love which he bears to it; and that is lead in the right path, can, must, and will rise to greatness upon the strength of his own genius. In every station of life, such a boy, as he advances towards maturity and usefulness, will acquire solid reputation. On the farm, by the counter, at the bar, in the field, the senate, or the pulpit, in the arts, on the ocean, or in the shades of retirement, he can, he must, he will rise; he will be useful, honoured and happy.

Time shook him in the northern blast;
Threw back his hoary hair;
Then, one stern look upon me cast,
And took his flight in air.

(Lesson 17.) SPELLING.

gai ly	*gā'lē*	gro cer	*grō'sŭr*
gain ful	*gāne'fŭl*	gross ly	*grōs'lē*
gainly	*gāne'lē*	gross ness	*grōs'nĕs*
gain less	*gāne'lĕs*	gui der	*gy'dŭr*
gain say	*gāne'sā*	has ten	*hās'sn*
goal er	*jāle'ŭr*	has ty	*hās'tē*
gate way	*gāte'wā*	ha ter	*hā'tŭr*
gau ger	*gā'jŭr*	ha ven	*hā'vn*
gay ly	*gā'lē*	haut boy	*hō'bōē*
gay ness	*gā'nĕs*	ha zel	*hā'zl*
ga zer	*gā'zŭr*	ha zy	*hā'zē*
ge nus	*jē'nŭs*	heal ing	*hēle'ing*
gew gaw	*gū'gâw*	hea per	*hē'pŭr*
ghost ly	*gōst'lē*	hea py	*hē'pē*
gi ant	*ji'ănt*	hear er	*hēre'ŭr*
gi ber	*ji'bŭr*	hear ing	*hēre'ing*
gla zier	*glā'zhŭr*	heat er	*hēt'ŭr*
gleam y	*glē'mē*	hea then	*hē't'hĕn*
glean er	*glēn'ŭr*	heath y	*hēt'h'ē*
glean ing	*glēn'ing*	heed less	*hēēd'lĕs*
gle by	*glē'bē*	height en	*hī'tn*
gli der	*glī'dŭr*	hei nous	*hā'nŭs*
glo bous	*glō'bŭs*	high land	*hī'lănd*
glo ry	*glō'rē*	high ly	*hī'lē*

gno mon	*nō'mŏn*	high ness	*hī'nĕs*
goat herd	*gōte'hĕrd*	high way	*hī'wā*
goat ish	*gōte'ĭsh*	hin der	*hĭn'dŭr*
gold en	*gōld'dn*	hoar frost	*hōre'frŏst*
grace ful	*grāse'fŭl*	hoard er	*hōrd'ŭr*
grace less	*grāse'lĕs*	hoarse ly	*hōrse'lē*
gra cious	*grā'shŭs*	hoa ry	*hō'rē*
gra zier	*grā'zhŭr*	hol der	*hōl'dŭr*
grave less	*grāve'lĕs*	ho ly	*hō'lē*
grave ly	*grāve'lē*	home ly	*hōme'lē*
gra vy	*grā'vē*	hope less	*hōp'lĕs*
gray ness	*grā'nĕs*	ho sier	*hō'zhŭr*
gra zier	*grā'zhŭr*	hos tess	*hŏs'tĕs*
grea sy	*grē'zē*	huge ly	*hūje'lē*
great ly	*grāte'lē*	huge ness	*hūje'nĕs*
great ness	*grāte'nĕs*	hu mour	*yū'mŭr*
gree dy	*grē'dē*	hy dra	*hī'drā*
grind er	*grīnd'ŭr*	hy men	*hī'mĕn*
grip er	*grĭp'ŭr*	hy phen	*hī'fĕn*

(Lesson 18.) READING.

Dialogue, &c.—Of the several Spices.

Mary. Mamma′, while you and Papa were from home′, last evening′, we were observing, how happily we had passed the afternoons of the "by gone season."

Ma. Not only happily′, but I hope profitably; for your attention has been directed to what is useful as well as amusing; I hope you will recall our chit chat with improvement.

Mary. We shall′, no doubt. We tried to think over all the things which you had not mentioned; and I made sister a proposal; it was to write a list of what we had forgotten′, and ask you about them the first opportunity.

Ma. That was certainly a bright thought. Where is your list?

Jane. Here it is; I wrote it without much pains′; and I fear you will not be able to read it.

Ma. Why,′ my daughters′, here seems to be a curious assemblage of things with little or no connexion.

Mary. Yes; they are the odds and ends; we could not help making a strange mixture. I hope′, however′, you will not therefore refuse to explain them′.

Ma. By no means. Here are things of daily use′, and of much importance; therefore, they should be known to you.

Jane. Shall I read the list′, mother′?

Mary. No, no, sister; let me read it; I will name the things distinctly.

Jane. Well,′ then′, begin.

Ma. Mary′, I hope you notice the good temper with which your sister resigns her own wish to yours.

Mary. That I do, mamma, and I love her for it.

Spices stand at the head of the list. Pray, what are nutmegs, cinnamon, cloves, mace, pepper, and allspice?

Ma. They are all vegetable productions. Nutmegs grow upon a tree found in the East Indies, and are somewhat like a walnut; being enclosed in a similar fleshy shell, or coat; and when the shell is removed, a fine, delicate network appears; this is mace. Next comes the hard shell, then a spongy film, and lastly, the nutmeg. The tree grows large, and is one of the most beautiful that adorns the eastern forests.

(Lesson 19.) ARITHMETIC.

Double Proportion.

NOTE.—In Double Proportion, those questions may be stated and solved by one operation, which require two or more statings and operations in single proportion.

In this rule, there are always five terms given in the question, to find a sixth term.

The three first given terms are of the nature of supposition, and the other two, of a demand.

RULE. 1. Put that term which is of the same name and kind with the answer, in the third place.

2. Take one term from the supposition, and one from the demand, both of the same name and kind, and put them in the first and second places, as in single proportion.

3. Take the two remaining terms, and place each under its like in the first and second places.

4. Multiply the terms under the second place, and their product by the term in the third place for a dividend.

5. Multiply the terms in the first place for a divisor, and the quotient will be the sixth term or answer. Thus:

1. If 6 men eat 10 lbs. of bread in 8 days, how much will 12 men eat in 24 days?

1	2	3
6 :	24	
8 :	12	t. 10

Then, $12\times24=288\times10=2880$ dividend.

$6\times8=48$, divisor, and $2880\div48=60$ lbs. *Ans.*

(Lesson 20.) GRAMMAR.

Exercises in Parsing.

1. Beneath this clod, upon earth's lap of love,
Lies Coo, late tenant of the vocal grove.
Time was, when dress'd in plumes of many dyes,
He'd spread his wings, and pierced the nether skies.
Now, low he lies, his day of promise fled,
He's gone to mingle with the common dead.
Come, mourn his fate, let fall the ready tear,
A tribute due to worth that slumbers here.

2. When wealth to virtuous hands is given,
It blesses like the dew of heaven.

3. The happiness of human kind,
Consists in rectitude of mind.
Thus sung the sweet sequestered bard,
Soft as the passing wind;
And I recorded what I heard,
A lesson to mankind.

(Lesson 21.) SPELLING.

i dle	*ī'dl*	lea kage	*lē'kĭje*
i dol	*ī'dŭl*	lea ky	*lē'kē*
i vy	*ī'vē*	lean ly	*lēne'lē*
ja cent	*jā'sĕnt*	lean ness	*lēne'nĕs*
jail or	*jāle'ŭr*	leap year	*lēpe'yēre*
jeer er	*jēēr'rŭr*	le gend	*lē'jĕnd*
jew el	*jū'ĭl*	le gion	*lē'jŭn*
jews harp	*jūze'hàrp*	lei sure	*lē'zhūre*
jo cose	*jō'kōse*	le ver	*lē'vŭr*
jo ker	*jō'kŭr*	li ar	*lī'ŭr*
juice less	*jūse'lĕs*	life less	*līfe'lĕs*
ju cy	*jū'sē*	ligh ten	*lī'tn*
ju ror	*jū'rŭr*	light er	*līte'ŭr*
keen ly	*kēēn'lē*	light less	*līte'lĕs*
keen ness	*kēēn'nĕs*	light ly	*līte'lē*
keep er	*kēēp'ŭr*	light ness	*līte'nĕs*
key age	*kē'ĭdje*	like ly	*līke'lē*
key hole	*kē'hōle*	li ken	*lī'kn*
key stone	*kē'stōne*	like ness	*līke'nĕs*
kind ly	*kyīnd'lē*	li lach	*lī'lăk*
kind ness	*kyīnd'nĕs*	li my	*lī'mē*
kna vish	*nā'vĭsh*	li on	*lī'ŭn*
knight ly	*nīte'lē*	live ly	*līve'lē*
la bour	*lā'bŭr*	li vre	*lī'vŭr*
la dle	*lā'dl*	loa my	*lō'mē*
la dy	*lā'dē*	loath ful	*lōth'fŭl*
lame ly	*lāme'lē*	lo cust	*lō'kŭst*
lame ness	*lāme'nĕs*	lone ly	*lōne'lē*
late ly	*lāte'lē*	lone ness	*lōne'nĕs*
late ness	*lāte'nĕs*	lo tion	*lō'shŭn*
la ver	*lā'vŭr*	low er	*lō'ŭr*
lay er	*lā'ŭr*	low ly	*lō'lē*
lay man	*lā'măn*	low ness	*lō'nĕs*
lead er	*lēde'ŭr*	lu brick	*lū'brĭk*
lead ing	*lēde'ĭng*	lu cid	*lū'sĭd*
leaf less	*lēfe'lĕs*	lu cre	*lū'kĕr*
leaf y	*lēfe'ē*	ly ing	*lī'ĭng*

(Lesson 22.) READING.

Dialogue, &c.—Cinnamon, Cloves, and Pepper.

Mary. Mamma′, you have answered two questions in one\; nutmegs′ and mace\; both of which appear to be the fruit of the same tree\. The next is cinnamon\.

Ma. Cinnamon is the dried bark of a tree which grows on the Island of Ceylon′, in the Indian ocean\. The cinnamon tree does not grow very high′, nor is it very handsome\. The bark constitutes one of the staple articles of exportation from that Island\. I ought to inform you that there are two kinds of cinnamon tree\; one, of a very thick and inferior bark′; the other, thin and more fragrant\. The latter is the most valuable\.

Jane. I remember where the Island of Ceylon is\; it lies to the south of Asia′, at the entrance of the Bay of Bengal\? The next is cloves\.

Ma. Cloves are found in many parts of Asia\, particularly in the East Indies\. They are the fruit of a tree that grows to a good size\. This also is an article of considerable commerce\.

Mary. The next in order′, is pepper\; which′, by the bye′, I do not like\; for it is too smart for me\.

Ma. Pepper is the fruit of a creeping kind of shrub′, which also grows in several parts of the East Indies′, and in abundance on the Island of Sumatra\. The fruit hangs in clusters or bunches\; it is first green\, then red′, and finally black\. In the latter state′, it is gathered and dried′, and put up for market\. The black pepper may be steeped in sea water′, and the rough skin rubbed off\; it is then called white pepper\, and is less pungent than the black\.

(Lesson 23.) ARITHMETIC.

Double Proportion.

2. If four men mow 48 acres in 12 days, how much can 8 men mow in 16 days? *Ans.* 128 acres.

3. If 18 horses eat 10 bushels of oats in 20 days, how many bushels will 60 horses eat in 36 days? *Ans.* 60 bu.

4. $4 pays 8 men for three days' work, how long must 20 men work for $40? *Ans.* 12 days.

5. B. carries 200 lbs. 40 miles for 40 cents; how far will he carry 20,200 lbs. for $60.60? *Ans.* 60 miles.

NOTE 1. There is a method of contracting the operation; Thus:

6. If 6 men eat 10 lbs. of bread in 8 days, what will serve 12 men for 24 days?

6 : 12 :: 10 lbs. 12÷6=2
8 : 24 24÷8=3
and 3×2=6×10=60 lbs., *Ans.*

NOTE 2. Here I divide the two second terms by the two first respectively, and multiply the product of the quotient by the third term, which produces the same answer as that in the 1st example.

(Lesson 24.) GRAMMAR.

Exercises in Parsing.

1. I stood upon a misty hill,
But I was young no more;

For time, with many a winter's chill,
My cheeks had furrow'd o'er.

2. Methinks it were no pain to die,
On such an eve, when such a sky
O'er canopies the west;
To gaze my fill on you calm deep,
Then, like an infant, fall asleep,
On earth, my mother's breast.

3. I cannot doff a human fear;
I know thy greeting is severe,
To this poor shell of clay;
Yet, come, grim death, thy freezing kiss
Emancipates;—thy rest is bliss;
I would, I were away.

4. With sweetly soothing note, he'd catch the ear,
And draw from beauty's eye, the trembling tear.

(LESSON 25.) SPELLING.

mai den	*mā'dn*	muse ful	*mūze'fůl*
main ly	*māne'lē*	mu ser	*mū'zŭr*
main top	*māne'tŏp*	mu sic	*mū'zĭk*
ma jor	*mā'jŭr*	mute ly	*mūte'lē*
ma ker	*mā'kŭr*	na dir	*nā'dŭr*
man ger	*māne'jŭr*	nai ad	*nā'yăd*
ma son	*mā'sn*	nai ler	*nā'lŭr*
ma tron	*mā'trŭn*	na ked	*nā'kĕd*
may be	*mā'bē*	name less	*nāme'lĕs*
may day	*mā'dā*	name ly	*nāme'lē*
may pole	*mā'pōle*	na tion	*nā'shŭn*
may or	*mā'ŭr*	na tive	*nā'tĭv*
ma zy	*mā'zē*	na ture	*nā'tshūre*
mea ger	*mē'gŭr*	na vy	*nā'vē*
mea ly	*mē'lē*	near ly	*nēre'lē*
mean ing	*mēne'ĭng*	near ness	*nēre'nĕs*
mean ly	*mēne'lē*	neat ly	*nēte'lē*
mea sles	*mē'zlz*	nee dle	*nēē'dl*
meek ly	*mēēk'lē*	need less	*nēēd'lĕs*
meet ness	*mēēt'nĕs*	nee dy	*nēē'dē*
mere ly	*mēre'lē*	neigh bour	*nā'bŭr*
me tre	*mē'tŭr*	neu ter	*nū'tŭr*
migh ty	*mī'tē*	neu tral	*nū'trăl*
mild ly	*mīld'lē*	new ly	*nū'lē*
mild ness	*mīld'nĕs*	new ness	*nū'nĕs*
mind less	*mīnd'lĕs*	nice ly	*nīse'lē*
mi nor	*mī'nŭr*	nice ness	*nīse'nĕs*
mi ry	*mī'rē*	nigh ly	*nī'lē*
mi ser	*mī'zŭr*	nigh ness	*nī'nĕs*
mi tre	*mī'tŭr*	night ly	*nīte'lē*

mol ten	*mōl'tn*	nine pins	*nīne'pĭnz*
mo rass	*mō'răs*	nose gay	*nōze'grā*
mo tion	*mō'shŭn*	nose less	*nōze'lĕs*
mo tive	*mō'tĭv*	no tice	*nō'tĭs*
moul der	*mōl'dŭr*	no tion	*nō'shŭn*
moul dy	*mōl'dē*	no where	*nō'hwāre*
mourn er	*mōrn'ŭr*	no wise	*nō'wīze*
mourn ful	*mōrn'fŭl*	nui sance	*nū'sănse*

(Lesson 26.) READING.

Dialogue, &c.—Allspice and Ginger.

Jane. Allspice', I suppose', is another kind of pepper\, is it not?

Ma. You mean Pimento\. It has obtained the name of allspice', from the supposition that it possesses the flavour of all the spices\. It grows in large quantities on most of the West India Islands\. The tree which yields this fruit', is one of the most beautiful in the world\. Its leaves diffuse a most delightful perfume, and its large white flowers', which appear in rich profusion', send forth a fragrance that pervades the whole region of the neighbouring atmosphere\.

Jane. What a lovely contrast it must form amid the dark green foliage of the deep summer wood\?

Mary. Jane', I do not see ginger in our list\, we overlooked it\.

Ma. Ginger is the root of a plant', cultivated at Calicut, and some other places in Asia\. The plant resembles the bull rush\, and its knotty root spreads in all directions\. When it is fresh gathered', it is soft\, and in that state', it is eaten by the Asiatics', as a sallad\; and' prepared with sugar', forms an excellent preserve\.

Jane. I remember to have eaten some ginger preserves', when Captain Shaw arrived here from India, and we visited his ship\. It was a part of his cabin stores\; and I do not think I ever tasted a greater delicacy\.

(Lesson 27.) ARITHMETIC.

Double Proportion.

7. If the tuition of 3 boys, for 6 months, be $40.20, what will that of 60 boys amount to for 4½ years? *Ans.* $7236.

8. B. lent $186 on interest; at the close of 8 months, he received $193,44; what was the rate per cent. per annum?

Ans. $6.

9. D. lent $100, 12 months, for $8; in what time will $750 gain $480? *Ans.* 8 years.

10. A. went 240 miles in 12 days, when the days were 12 hours long; in what time will he go 720 miles, when the days are 16 hours long? *Ans.* 27 days.

11. 3 masters had each 8 apprentices, and in 5 weeks, of 6 days

each, their united wages came to $360; how much will 5 masters, each 10 apprentices, earn unitedly, in 8 weeks, each 5½ days? *Ans.* $11,000.

12. If 145 men make a wall 32 feet high and 40 feet long, in 8 days; in what time will 68 men build a wall 28 feet high and 40 feet long? *Ans.* 15 days nearly.

(Lesson 28.) GRAMMAR.

Exercises in Parsing.

1. Born with the spring, and with the roses dying,
Through the clear sky, on zephyrs pinions flying,
On the young flow'ret's opening bosom, lying;
Perfume, and light, and the blue air inhaling;
Shaking the thin dust from its wings and flying,
And fading like a breath in boundless heav'n,
This is the Butterfly's enchanted being;—
How like desire to which no rest is given,
Which, still uneasy, rifling every treasure,
Returns, at last, to God for purer pleasure.

2. Honour the heart that will not bend
Beneath affliction's blast;
That puts its trust in God, its friend,
For its reward at last.

(Lesson 29.) SPELLING.

oa kum	*ō'kŭm*	pierce er	*pēērs'ŭr*
oa ten	*ō'tn*	pi lot	*pī'lŭt*
oat meal	*ōte'mēle*	pi ous	*pī'ŭs*
o cean	*ō'shŭn*	pi per	*pī'pŭr*
o chre	*ō'kŭr*	pi rate	*pī'rāt*
o dour	*ō'dŭr*	plain ly	*plāne'lē*
o gle	*ō'gl*	plain ness	*plāne'nĕs*
old ness	*ōld'nĕs*	plain tive	*plāne'tĭv*
oa ken	*ō'kn*	play day	*plā'dā*
on ly	*ōn'lē*	play ful	*plā'fŭl*
o nyx	*ō'nĭks*	plead er	*plēde'ŭr*
o pen	*ō'pn*	plead ing	*plēde'ing*
o sier	*ō'zhĕr*	pli ers	*plī'ŭrz*
o val	*ō'vŭl*	plu mage	*plū'mĭdje*
o ver	*ō'vŭr*	plu my	*plū'mē*
ow ner	*ō'nŭr*	pope dom	*pōp'dŭm*
pail ful	*pāle'fŭl*	po rous	*pō'rŭs*
pain ful	*pāne'fŭl*	por ter	*pōr'tŭr*
pain less	*pāne'lĕs*	por tion	*pōr'shŭn*
pain ter	*pāne'tŭr*	port ly	*pōrt'lē*
pale ly	*pāle'lē*	por trait	*pōr'trāte*
pale ness	*pāle'nĕs*	post age	*pōst'ĭdje*
pa tience	*pā'shĕnse*	post er	*pōst'ŭr*
pa tron	*pā'trŭn*	po sy	*pō'zē*

pa ver	*pā′vŭr*	poul try	*pōl′trē*
pay day	*pā′dā*	pra ter	*prā′tŭr*
pay er	*pā′ŭr*	pre cept	*prē′sĕpt*
pay ment	*pā′mĕnt*	priest ess	*prēst′lĕs*
pea shell	*pē′shĕl*	priest ly	*prēst′lē*
peep er	*pē′pŭr*	prime ly	*prīme′lē*
peer age	*pēēr′ĭdje*	pri or	*prī′ŭr*
peer ess	*pēēr′ĕs*	pu ny	*pū′nē*
peer less	*pēēr′lĕs*	ure ly	*pūre′lē*
peo ple	*pēē′pl*	ure ness	*pūre′nĕs*
pe tre	*pē′tĕr*	quaint ly	*kwānt′lē*
pew ter	*pū′tŭr*	qua ker	*kwā′kŭr*
pha sis	*fā′sĭs*	qua ver	*kwā′vŭr*
phe nix	*fē′nĭks*	queer ly	*kwēēr′lē*
pi ca	*pī′kă*	que ry	*kwē′rē*
piece less	*pēēs′lĕs*	quo ta	*kwō′tă*

(Lesson 30.) READING.

Dialogue, &c.—Licorice and Cork.

Mary. The next article in the list′, is licorice\; will you speak of that now′?

Ma. Licorice is the juice of a plant called by that name′, which is cultivated in several parts of Europe\; especially in England′, and in some parts of Spain\. This shrub is planted by slips in April′, or May\; at the age of three years′, it is fit for use\. From the long yellow roots′, washed clean′, is expressed a juice′, which is boiled to a syrup′, and formed into cakes and rolls′, ready for market\.

Jane. In Spain′, grows another tree that is very useful\; it is mentioned in Don Quixote\.

Mary. Sister means the Cork tree\; we have it in our list\.

Ma. Yes\; the Cork tree is an exotic\; that is, a native of the southern parts of Europe′ and Asia\. It is a species of the Oak\; and a very handsome tree\. The bark′, which is renewed annually′, that is′, yearly′, is the useful part′, but it is not gathered for the purpose of making corks until the tree is fifteen or twenty years old\.

Jane. Then′, I suppose′, the bark of the tree comes off in large round pieces\.

Ma. It does\, and to make these flat′, they are piled up with the hollow side down′, in damp places′, and pressed with heavy weights\. They are subsequently dried\, packed′, and shipped to every part of the world\. The business of cutting corks of various sizes for common use′, is very simple\; though it requires the finest edge tools\.

(Lesson 31.) ARITHMETIC.

Double Proportion.

OBS. *There is another method of stating questions in this rule, which is sometimes preferred.*

RULE 2. 1. Put that term of the supposition which implies the principal cause of action, gain, or loss, in the first place.

2. That term which relates to time, place, distance, &c. in the 2d place.

3. And the other suppositive term in the 3d place.

4. Put the two remaining terms of demand immediately under those of the same name and kind.

5. If the blank place for the term sought, falls under the 3d term, then multiply the 1st and 2d terms for a divisor, and the other three for a dividend; the quotient will be the answer.

6. But if this blank place fall under the 1st or 2d term, then multiply the 3d and 4th terms for a divisor, and the other three for a dividend, and the quotient will be the answer.

13. If two men can do 12 rods of ditching in 6 days, what will 8 men do in 24 days?

1 2 3
2 : 6 : 12 : : Then, 2×6=12 Divisor.
4 5
8 24 12×8=96×24=2304, Dividend.
And 2304÷12=192. *Ans.*

(Lesson 32.) GRAMMAR.

Exercises in Parsing.

The other shape,
If shape it might be call'd that shape had none,
Or substance might be call'd that shadow seem'd,
For each seem'd either; black it stood as night,
Fierce as ten furies, terrible as hell,
And shook a dreadful dart;—what seem'd his head,
The likeness of a kingly crown had on.
When worn with sickness, oft hast thou,
With health renew'd my face;
And when in sin and sorrow sunk,
Reviv'd my soul with grace.
Where thy true treasure? Gold says, "not in me,"
And, "not in me," the Diamond. Gold is poor
The scenes of business tell us what are men;—
The scenes of pleasure, what is all beside.
Thus nature gives us, let it check our pride,
The virtue nearest to our vice allied.

(Lesson 33.) SPELLING.

ra cer	*rāse'ŭr*	sai lor	*sā'lŭr*
rail er	*rāle'ŭr*	saint ed	*sānt'ĕd*
rail ing	*rāle'ing*	saint ly	*sānt'lē*
rai ment	*rā'mĕnt*	sa tyr	*să'tŭr*
rain bow	*rāne'bo*	sa ver	*să'vŭr*

rain y	*rān'ē*	sav iour	*sāv'yŭr*
ra ven	*rā'vn*	sav our	*sāv'ŭr*
ra zor	*rā'zŭr*	sav ing	*sāv'ĭng*
read ing	*rēēd'ĭng*	schem er	*skēm'ŭr*
read er	*rēēd'ŭr*	sci ence	*sī'ĕnse*
reap er	*rēēp'ŭr*	sci on	*sī'ŭn*
rea son	*rē'zn*	scra per	*skrā'pŭr*
reed y	*rēēd'ē*	sea boat	*sē'bōte*
re gent	*rē'jĕnt*	sea boy	*sē'bōē*
rhy mer	*rī'mŭr.*	sea breeze	*sē'brēze*
ri der	*rī'dŭr*	sea coal	*sē'kōle*
ri fle	*rī'fl*	sea coast	*sē'kōst*
right ful	*rīte'fûl*	sea fowl	*sē'fôûl*
right ly	*rīte'lē*	sea man	*sē'măn*
ri ot	*rī'ŭt*	sea nymph	*sē'nĭmf*
ripe ly	*rīpe'lē*	sea port	*sē'pôrt*
ripe ness	*rīpe'nĕs*	sea risk	*sē'rĭsk*
roa mer	*rō'mŭr*	sea room	*sē'rôôm*
rogue ship	*rōg'shĭp*	sea shell	*sē'shĕl*
rogue ish	*rōg'ĭsh*	sea sick	*sē'sĭk*
rol ler	*rō'lŭr*	sea side	*sē'sīde*
ro py	*rō'pē*	sea my	*sē'mē*
ro sy	*rō'zē*	sea son	*sē'zn*
ro ver	*rō'vŭr*	se cant	*sē'kănt*
sa ble	*sā'bl*	se cret	*sē'krĭt*
sa bre	*sā'bŭr*	seed y	*sēēd'ē*
sa cred	*sā'krĕd*	seem ly	*sēēm'lē*
safe ly	*sāfe'lē*	seign or	*sēne'yŭr*
safe ness	*sāfe'nĕs*	se quel	*sē'kwĭl*
safe ty	*sāfe'tē*	sha dy	*shā'dē*
sage ly	*sā je'lē*	sha ker	*shā'kŭr*

(Lesson 34.) READING.

Dialogue, &c.—Of Wool, &c.

Mary. In speaking of the materials which form our dress', we forgot to mention wool\; it comes the next in order\.

Jane. I expect mother can tell us something very *interesting* on *this* subject'. I will, therefore, lay by my brush', and give attention\.

Ma. The various operations by which wool', which you know is the hair or covering of sheep', is converted into cloth', are so different\, and so complex', as not to be easily understood, from verbal description', and not very *easily* described\.

Mary. What is the meaning of *complex*\, mamma\?

Ma. Complex means whatever has many parts involved in each other\; or what is not simple\.

Jane. Our *best* wool', I suppose', is imported from Spain\; and the *second* best', from England\.

Ma. Yes\; but we raise large quantities of excellent wool in our *own* country\. I will now mention some of the operations

through which the wool passes into cloth. After shearing', it is cleansed' and dried; it is then beaten', and all the dirt picked out. It is next oiled, carded', and spun; then slightly sized', and delivered to the weaver in skeins. He spools and warps the yarn into a web', and then winds it upon the beam of his loom. He afterwards weaves it, by throwing the woof in the shuttle across the web', which produces cloth. The thread of the woof', should be one third larger than that of the warp.

Mary. Do explain *warp* and *woof* to us; my ideas are confused.

Ma. Warp means the threads that extend *lengthwise* of the cloth, or loom; and woof, those which run across the warp', and are thrown in by means of the shuttle. The cloth is sent to the *dressing* mills', where it is coloured, purified, fulled, sheared, brushed, and pressed', and rolled up for market. But *mixed* cloth is generally coloured in the wool.

(Lesson 35.) ARITHMETIC.

Promiscuous Exercises in Single and Double Proportion.

14. Suppose a rocket was seen at the moment of discharge, and 12 seconds after the report was heard; at what distance was the gun? *Ans.* 2¾ miles, nearly.

15. When a stick 8 feet long, casts a shadow on level ground 12 feet, how wide is the river across which a tower, 180 feet high, throws its shadow at the same time? *Ans.* 270 feet.

16. When the interest of $375 for 3¾ years, is $82.13, what will be the interest for $8940, for 2½ years? *Ans.* $1340.

17. £16–18s. pays 15 men for 8 days' labour; what will pay 32 men for 24 days' labour? *Ans.* £101–8.

18. B. saw the flash of a gun 1 minute 3 seconds, before he heard the report; what was the distance between them?

Ans. 13 m. 5 fur. 2 yds.

19. A. bought 64 beeves, at $50 a head; expense to market, $20; killing, $33.33; salt, $26.67; barrels and storage, $50, and he would gain $654 on the whole; at what rate must he sell 27 of the beeves in barrels? *Ans.* $1680.75.

(Lesson 36.) GRAMMAR.

Exercises in Parsing.

Whatever is, is right;—this world, 'tis true,
Was made for Cesar;—but for Titus too.
And which more bless'd? Who chain'd his country, say,
Or he whose virtue sigh'd to lose a day?

There is a time when toil must be prefer'd,
Or joy, by mistim'd fondness is undone;—
A man of pleasures is a man of pains.

Man, like the generous vine, supported lives;
The strength receiv'd is from the embrace he gives.

All this dread order break? for whom?
For thee? Vile worm! O madness! pride! impiety!
A little rule, a little sway,
A sunbeam in a winter's day,
Is all the proud and mighty have,
Between the cradle and the grave.

(Lesson 37.) SPELLING.

shape ly	*shāpe'lē*	spleen y	*splēēn'ē*
shy ly	*shī'lē*	spo ken	*spō'kn*
shy ness	*shī'nĕs*	spor tive	*spōr'tĭv*
shore less	*shore'lĕs*	spright ly	*sprīte'lē*
side box	*sīde'bŏks*	sta ble	*stā'bl*
sight ly	*sīte'lē*	stain less	*stāne'lĕs*
si lence	*sī'lĕnse*	stale ly	*stāle'lē*
sky light	*skī'līte*	stale ness	*stāle'nĕs*
sla ty	*slā'tē*	sta ple	*stā'pl*
slay er	*slā'ŭr*	state ly	*stāte'lē*
sleep less	*slēēp'lĕs*	sta tion	*stā'shŭn*
sleep y	*slēēp'ē*	stay lace	*stā'lāse*
sleet y	*slēēt'ē*	stee ple	*stēē'pl*
slight ly	*slīte'lē*	steep ly	*stēēp'lē*
sly ness	*slī'nĕs*	stew ard	*stū'ard*
slow ly	*slō'lē*	sti fle	*stī'fl*
slow ness	*slō'nĕs*	sto ic	*stō'ĭk*
smo ky	*smō'kē*	sto len	*stō'ln*
sna ky	*snā'kē*	ston y	*stōn'ē*
snow ball	*snō'bâll*	sto ry	*stō'rē*
snow y	*snō'ē*	stow age	*stō'ĭdje*
so ber	*sō'bŭr*	strain er	*strā'nŭr*
so cial	*sō'shăl*	strait ly	*strāte'lē*
sol dier	*sōl'jŭr*	stran ger	*strān'jŭr*
sole ly	*sōle'lē*	strea mer	*strē'mŭr*
so phi	*sō'fē*	strea my	*strē'mē*
sore ly	*sōre'lē*	stri ver	*strī'vŭr*
sore ness	*sōre'nĕs*	strol ler	*strōl'lŭr*
speak er	*spē'kŭr*	sui tor	*sū'tŭr*
spe cious	*spē'shŭs*	sure ly	*shūre'lē*
speed y	*spēēd'ē*	sure ty	*shūre'tē*
spi cy	*spī'sē*	sweet en	*swēēt'tn*
spi der	*spī'dŭr*	sweet ly	*swēēt'lē*
spi nous	*spī'nŭs*	swol len	*swōl'ln*
spi ny	*spī'nē*		

(Lesson 38.) READING.

Dialogue, &c.—Of different Countries.

Mary. Of all the countries you have mentioned, I think *Asia* the most delightful; it is so warm, and produces so many good things; though I am not much displeased with Spain.

Jane. Now I like France and Italy\; but above all *Switzerland*\; she has such rich vallies\, rugged mountains/, and simple, honest people\.

Ma. I can hardly help smiling/, my daughters/, to hear you express your admiration of countries which you have never seen\.

Jane. But we have often read of them in our little story books/, and you have explained to us the useful things which they produce\.

Ma. But then you did not read/, probably/, of the violent storms\, the dreadful earthquakes/, and the burning volcanoes to which those countries are liable\. Nor have you been told of the vast avalanches, or masses of earth and snow, which sometimes fall from the mountains bordering on your beautiful Switzerland/, and bury at once/, a whole smiling village in one common grave\.

Jane. That must be dreadful indeed\! These are subjects to which my mind did not once revert while you were describing their interesting productions\.

Ma. The terrific rivers of burning lava/, or glowing, liquid fire/, which roll from the craters of Etna and Vesuvius/, spread over the plains/, and turn some of the loveliest portions of the country into barren deserts\. Whole cities/, with their thousands of busy people/, have been buried alive, deep below the molten tide, thrown from the bowels of these noted mountains\.

Mary. Oh how terrible must such a calamity be\! I would not live there for the world\.

Ma. None can describe the horror of such a scene\. At the same time, the whole country is shaken with tremendous earthquakes/, and the solid ground is rocked like a cradle\. Whole islands and vast cities are sunk in the midst of the sea\. When this calamity has passed away/, the scorching winds from the deserts of Africa/, the Sirocco/, rushes along the blooming fields/ and drinks dry the crystal spring\, the purling brook/, and the juice of every bud and plant\.

Jane. Well/, mother/, I will give up my partiality for those countries/, and content myself with my own country\.

(Lesson 39.) ARITHMETIC.

Exercises in Single and Double Proportion.

20. A. lent $75 for 8 months, and received $79; what was the rate per cent. per annum ? *Ans.* 8 per cent.

21. B.'s 7 men can reap 84 acres of wheat in 12 days; how many can reap 100 acres in 5 days at the same rate ? *Ans.* 20.

22. C. borrowed 185 quarters of corn when the price was 19s.; how much must he pay when the corn is 17s. 4d.

Ans. 203 *nearly.*

23. D.'s parlour is 30 feet long, and 18 feet wide; how many yds. of carpeting, half a yard wide, will cover it ? *Ans.* 120 yds.

24. 800 men are shut up with food for 2 months; how many must depart that this food may last 5 months ? *Ans.* 480.

24. E.'s cistern has 4 taps; the first will empty it in 10 minutes; the second, in 20; the third, in 40; and the 4th, in 80 minutes: in what time will all of them empty it? *Ans.* 5.33.

(Lesson 40.) GRAMMAR.

Exercises in Parsing.

Echo, in his airy round, o'er the river, rock, and hill,
Cannot catch a single sound, save the clack of yonder mill.
As the trout in speckled pride, playful from its bosom springs,
To the banks a ruffled tide, verges in successive rings.

On earth, nought precious is obtain'd,
But what is painful too;
By travail, and to travail born,
Our Sabbaths are but few.

I sigh not for beauty, nor languish for wealth—
But grant me, kind Providence, virtue and health.

In books, or work, or healthful play,
Let my first hours be past,
That I may give for every day,
Some good account at last.

I stood upon a misty hill,
In youth's primeval bloom,
Far in the north hung winter's chill,
In everlasting gloom.

Hard by me stood an old gray man,
And hollow was his eye;
And with his long and skinny hands
He prun'd his wings to fly.

(Lesson 41.) SPELLING.

ta ble	*tā'bl*	vi al	*vī'ăl*
ta bour	*tā'bŭr*	vi and	*vī'ănd*
tai lor	*tā'lŭr*	vice roy	*vīse'rŏĭ*
ta ken	*tā'kn*	view less	*vū'lĕs*
tame ly	*tāme'lē*	vile ly	*vīle'lē*
ta per	*tā'pŭr*	vile ness	*vīle'nĕs*
taste less	*tāst'lĕs*	vi nous	*vī'nŭs*
teach er	*tētsh'ŭr*	vi ol	*vī'ŭl*
tear ful	*tēre'fŭl*	vi per	*vī'pŭr*
teem er	*tēēm'ŭr*	vis count	*vī'kount*
thri ver	*th'hrī'vŭr*	vi tals	*vī'tălz*
ti dings	*tī'dĭngz*	vo cal	*vō'kăl*
ti dy	*tī'dē*	wa fer	*wā'fŭr*
ti ger	*tī'gŭr*	wa ger	*wā'jŭr*
tight ly	*tīte'lē*	wa ges	*wā'jĭz*
ti gress	*tī'grĕs*	wail ing	*wāle'ing*

time ly	*tīme'lē*	wai ter	*wā'tŭr*
ti tle	*tī'tl*	wa ken	*wā'kn*
toast er	*tōst'ŭr*	wa ry	*wā'rē*
to ken	*tō'kn*	wa vy	*wā'vē*
to per	*tō'pŭr*	way less	*wā'lĕs*
to ry	*tō'rē*	way mark	*wā'mȧrk*
tow ard	*tō'ŭrd*	way ward	*wā wŭrd*
tra cer	*trā'sŭr*	wea ken	*wē'kn*
tra der	*trā'dŭr*	weak ly	*wēke'lē*
train oil	*trānе'ȯil*	wea ry	*wē'rē*
trea cle	*trē'kl*	wea sel	*wē'zl*
trea son	*trē'zn*	wea ver	*wē'vŭr*
trea ty	*trē'tē*	weed y	*wēē'dē*
tre mour	*trĕ'mŭr*	week day	*wēēk'dā*
tri fle	*trī'fl*	week ly	*wēēk'lē*
trite ness	*trīte'nĕs*	wee vil	*wēē'vl*
tri umph	*trī'ŭmf*	wheel y	*hwēēl'ē*
tro chee	*trō'kē*	whey ey	*hwā'ē*
tro phy	*trō'fē*	whi ten	*hwī'tn*
tro ver	*trō'vŭr*	whit ing	*hwīt'ing*
tues day	*tūze'dā*	whit ish	*hwīt'ish*
tu mour	*tū'mŭr*	whol ly	*hōle'ē*
tune less	*tūne'lĕs*	wide ly	*wīde'lē*
tu nic	*tū'nik*	wi den	*wī'dn*
tu tor	*tū'tŭr*	wide ness	*wīde'nĕs*
twi light	*twī'līte*	wiel dy	*wēēl'dē*
ty rant	*tī'rănt*	wild ly	*wīld'lē*
u nit	*yū'nit*	wild ness	*wīld'nĕs*
u sage	*yū'zĭdje*	wise ly	*wīze'lē*
u sance	*yū'zănse*	wise ness	*wīze'nĕs*
use ful	*yūse'fŭl*	wo ven	*wō'vn*
use less	*yūse'lĕs*	wri ter	*rī'tŭr*
va cant	*vā'kănt*	wri ting	*rī'ting*
va cate	*vā'kāte*	year ling	*yēre'ling*
vain ly	*vāne'lē*	year ly	*yēre'lē*
va pour	*vā'pŭr*	yeo man	*yō'măn*
va ry	*vā'rē*	za ny	*zā'nē*
vai ny	*vā'nē*		

(Lesson 42.) READING.

Dialogue, &c.—A New Country.

Ma. My children', I will describe to you a country', with which I fancy you will be pleased. A country wholly free from volcanic eruptions and poisonous winds', and yet possessed of a thousand advantages' far superior to those which you refer to the sunny regions of Asia.

Mary. Pray tell us where that country is; we shall be greatly pleased to hear.

Ma. It is that country', which', but a few years since', (com-

paratively',) was a dense, dark, and howling wilderness; the abode of the panther, the bear, and the prowling wolf', and of wild and savage man', more brutal and relentless than the fasting tiger.

Mary. Oh, mamma! what a country! I am sure I shall not like it'.

Ma. I was barely observing what it once was', for the purpose of enabling you to understand more fully what it now is. The wilderness of which I spake', has become a fruitful field', and blossoms like the valley of Sharon. The howling beasts of prey', have gone to their dens in far distant forests', and the untamed savage', to his hunting and fishing', beyond the blue mountains of the west.

Mary. Now', mamma', my fears are all hushed; pray go on.

Ma. This country is adorned with every beauty of woody copse, of rising hill', and spreading dale;—of lakes that expand like seas, of broad and majestic rivers', which', rushing amid the broken fragments of the mountain cleft', or rippling through the enamelled valley', now fringed with waving wood', and now reflecting to the sky the ripening wheat field and the growing corn', wind safe their way to ocean's oozy bed.

Jane. That must be a lovely country, indeed! I should like to sketch a view of it on paper; I think I have the whole of it in my eye.

Mary. You seem to refer every thing', sister', to your favourite study; I wish I could sketch landscapes too.

(Lesson 43.) ARITHMETIC.

Exercises in Double Proportion.

26. When the carriage of 24 cwt. for 45 miles is 18 dollars; how much will it cost to convey 76 cwt. 121 miles?

Ans. $153.26.

27. Suppose 6 men in 5 days can mow 42 acres of grass; how many men can mow 385 acres in 13 days? *Ans.* 21 men.

28. When 35 cwt. is carried 20 miles for 9 dollars and 50 cents, how much will 50 cwt. cost to be carried 150 miles?

Ans. 101.78\frac{1}{2}$

29. When 125 dollars in 1 year and 6 months, gain 11 dollars and 75 cents, what sum will gain 31 dollars and 18$\frac{3}{4}$ cents, in 9 months. *Ans.* 663.56\frac{1}{4}$

30. What is the interest of 275 dollars for 4 years and 8 months, at 6 per cent. per annum? *Ans.* $77.

31. With how many dollars could I gain 6 dollars in one year, provided 560 dollars gain 56 dollars in one year and 8 months?

Ans. $100.

32. What if 5 lbs. of worsted make 12 yards of stuff, of one yard 1 quarter broad, how many pounds then would be wanted to make 75 yards three quarters of a yard wide? *Ans.* 18.75.

(Lesson 44.) GRAMMAR.

Exercises in Parsing.

Attentively the startl'd boy perused
The warning lines; then grew more terrified;
For, from the grave, there seemed to rise a voice
Repeating them, and telling him of time
Misspent, of death approaching rapidly,
And of the dark eternity that followed.
His fears increased, till on the ground he lay
Almost bereft of feeling and of sense.
And there his mother found him;
From the damp church-yard sod she bore her child,
Frighten'd to feel his clammy hands, and hear
The sighs and sobs that from his bosom came.
'Twas strange, the influence which that fearful hour
Had o'er his future life; for, from that night,
He was a thoughtful, an industrious boy.
And still the memory of those warning words
Bids him REFLECT:—now that he is a man,
And writes these feeble lines that *others* may REFLECT.

Questions on 24th Chapter.

Arithmetical Exercises.

LESSON 19.

1. What is the subject of this lesson?
2. What of the note in relation?
3. What the number of terms?
4. How are they distinguished?
5. The 1st step in the rule for stating?
6. The 2nd step? The 3rd step?
7. The 4th step? The 5th step?
8. What is the illustration?

LESSON 31.

1. What is the subject of this lesson?
2. What of the observation?
3. The 1st step in the rule for stating.
4. The 2d step? The 3rd step? The 4th step? The 5th step? The 6th step?
6. Explain the rule by the example.
7. What is requisite in all arithmetical statements?
8. Why are they requisite?
9. Which the most agreeable rule yet considered, and why?

CHAPTER XXV.

(Lesson 1.) SPELLING.

Words of two syllables; Accent on the second; Vowels long.

be calm	*bē kȧm'*	co here	*kō hēre'*
be came	*bē kāme'*	co mate	*kō māte'*
be clip	*bē klĭp'*	co quette	*kō kĕt*
be come	*bē kŭm'*	de camp	*dē kămp'*
be deck	*bē dĕk'*	de cay	*dē kā'*
be dew	*bē dū'*	de cease	*dē sēse'*
be dight	*bē dīte'*	de ceit	*dē sēte'*
be fall	*bē fȧwl'*	de cide	*dē sīde'*
be friend	*bē frĕnd'*	de clare	*dē klȧre'*

be gone	*bē gōne′*	de cline	*dē klīne′*
be guile	*bē gīle′*	de coy	*dē kòè′*
be half	*bē hăf′*	de cree	*dē krēē′*
be head	*bē hĕd′*	de cry	*dē krī′*
be hoove	*bē hôôv′*	de duct	*de dŭkt′*
be lie	*bē lī′*	de face	*dē fās′*
be lief	*bē lēēf′*	de feat	*de fēte′*
be moan	*bē mōne′*	de feet	*dē fēkt′*
be night	*bē nīte′*	de fence	*dē fĕns′*
be nign	*bē nīne′*	de fray	*de frā′*
be quest	*bē kwĕst′*	de fy	*dē fī′*
be reave	*bē rēve′*	de lay	*de lā′*
be seech	*bē sēētsh′*	de light	*dē līte′*
be speak	*bē spēēk′*	de my	*de mī′*
be stir	*bē stŭr′*	de ny	*dē nī′*
be stow	*bē stō′*	de pict	*de pĭkt′*
be strow	*bē strō′*	de press	*dē prĕs′*
be tray	*bē trā′*	de scent	*de sent′*
be wail	*bē wāle′*	de scry	*dē skrī′*
bi sect	*bē sĕkt′*	de sert	*de zĕrt′*
bri gade	*brē gāde′*	de serve	*de zĕrv*
ca det	*kā dĕt′*	de sign	*dē sīne′**
co erce	*kō ĕrse′*	de sire	*dē zīre′*

* ***Dē sīne***, intention of the mind.
Dē zīne, act or draft of the hand.

(Lesson 2.) READING.

A new Country.

Mary. Mamma′, we are extremely anxious to hear something more about the charming country which you began to describe.

Ma. That country now supports nearly twelve millions of happy people\, many noble cities′, and many hundred smiling villages\. Her green vallies are dotted with many beautiful white-washed cottages′, shaded with the thick boughs of the peach\, the pear\, and the plum tree′, and adorned with flowering clusters of the creeping woodbine′, and with white and ruddy roses\.—Within′, the busy tenants ply the loaded distaff′, and turn the buzzing wheel\. Health is their inmate\, love′ their watch-word′, and contentment is their rich reward\.

Jane. Happy cottagers\! Theirs must be life's fairest and sweetest portion\; a peace of mind′ unknown to bustling crowds and noisy routes′.

Ma. Near to the village green′, which skirts the rising ground′, appears the house of prayer\. Its turret′, pointing to the clouds′, sends forth the welcome sounds of rural pastime′, or′, in measured tones′, calls up the neat, though home-clad throng, to pious rites\.

Here′, on equal ground′, with equal claims′, they all unite′, to breathe a prayer to Him whose even hand′, has measured out their lot′, and blessed them in their basket′ and their store\.

Mary. What a good and happy people! How I should like to live among them!

Ma. There, the smiling growth of summer, is followed by the matured luxuriance of autumn; and the enlivening comforts of winter, by the breathing beauties of spring. With a mild and equal climate and a fertile soil, even stinted labour is repaid with all the comforts and enjoyments of life.

(Lesson 3.) ARITHMETIC.

Practice.

Practice is a short method of finding the value of a given commodity, by the given price of an integer.

Table of the given Parts.

1. Parts of a penny	2. Parts of a shil.	3. Parts of a £
1 qr.=¼d	1 d=$\frac{1}{12}$	1 *s* =$\frac{1}{20}$
2 " =½d	1½d=$\frac{1}{8}$	1-8 =$\frac{1}{12}$
3 " =¾d	2 d=$\frac{1}{6}$	2 =$\frac{1}{10}$
4 " =1d	3 d=¼	2-6 =$\frac{1}{8}$
	4 d=$\frac{1}{3}$	3-4 =$\frac{1}{6}$
4. Parts of a Cwt.	6 d=½	4 =$\frac{1}{5}$
7 lbs.=$\frac{1}{16}$ cwt.	8 d=⅔	5 =¼
8 " =$\frac{1}{14}$ "	9 d=¾	6-8 =$\frac{1}{3}$
14 " =$\frac{1}{8}$ "	12 d=1s.	10 =½
16 " =$\frac{1}{7}$ "	5. Parts of a $.	15 =¾
28 " =¼ "	6¼ cts. =$\frac{1}{16}$	20 =1£
56 " =½ "	10 " =$\frac{1}{10}$	
84 " =¾ "	12½ " =$\frac{1}{8}$	
112 " =1 cwt.	20 " =$\frac{1}{5}$	
	25 " =¼	
	50 " =½	
	75 " =¾	
	100 " =1$	

N.Y. Currency

CASE 1. *When the price given is less than a penny.*

RULE. Divide the given number by as many farthings as equal a penny. Thus:—

1. What is the value of 4528 quills, at 1 farthing each? 1 qr.=¼ of a penny, and 4528÷4 or by 4=1132d÷12=94s and 4d; 94÷20 =£4 - 14, hence 4528 qr.=£4 - 14 - 4 *Ans.*

NOTE 1. All questions in Practice may be stated in Single Proportion, which offers a good rule for the proof of the operation.

Thus: as 1 quill : 4528 quills : : 1qr. : 4528qrs.÷4, 12, and 20 respectively=£4 - 14 - 4, Prpof.

(2) What is the cost of 4528 eggs, at 3qrs. each?

Thus: 4528÷½ or ⅛ of 4 farthings,=2264d, price at 2 qr. and 2264÷½ of ¾ or ½ of 4 farthings,=1132d, price at 1qr. then, 2264+1132=3396d, price at 3qrs. this÷12 and 20=£14 - 3.

NOTE 2. This is called taking the parts of parts, which is frequently more convenient than taking parts of the whole.

(3.) What cost 6813 sheets of paper at 2qrs. each?
Ans. £14 - 3 - 10 - 2.

(4.) What cost 9426 apples at 3qrs. each? *Ans.* £29 - 9 - 1½

(Lesson 4.) GRAMMAR.

Punctuation.

Punctuation is the art of dividing written language into sentences and parts of sentences, by points or stops.

NOTE. The characters used as stops, may be found in the appendix to the First Part of this work: , .

The application of eight of those characters, to wit: the *comma*, *semicolon*, *colon*, *period*, *dash*, *interrogative*, and *exclamatory points*, and the *parenthesis*, to the division and subdivision of sentences, may be readily determined by the following simple directions and illustrations.

Application of the Comma.

RULE 1. A simple sentence needs no point except a period at the close; as, The sun rises in the east. The earth brings forth grass. Man is born to die.

NOTE. A simple sentence has one subject and one finite verb, and the words used with these, are generally so immediately connected, as to require no pause between them.

OBS. *When the subject of a verb is long, it may be followed with a comma, immediately before the verb. Thus:*

The good taste of the present age, has improved the language. To be indifferent to praise, is a defect in character. Paul the apostle, was an eminent preacher.

(Lesson 5.) SPELLING.

de spair	*dē spâre'*	fore know	*fōre nō'*
de spise	*dē spīze'*	fore say	*fōre sā'*
de stroy	*dē strȯȳ'*	fore show	*fōre shō'*
de tach	*dē tătsh'*	fore tel	*fōre tĕl'*
de tect	*dē tĕkt'*	go too	*gō tôô'*
de tract	*dē trăkt'*	go by	*gō bī'*
de vice	*dē vīse'*	gri mace	*grē māse'*
de vise	*dē vīze'*	here by	*hēre bī'*
de volve	*dē vŏlve'*	ju ly	*jū lī'*
di gest	*dī jĕst'*	ma lign	*mā līne'*
di gress	*dē grĕs'*	o paque	*ō pāke'*
di late	*dē lāte'*	po lice	*pō lēse'*
di lute	*dē lūte'*	por tray	*pōr trā'*
di rect	*dē rĕkt'*	pre cede	*prē sēde'*
		pre cise	*prē sīse'*
di van	*dē văn'*	pre dict	*prē dĭkt'*
di verge	*dē vŭrje'*	pre fix	*prē fĭks'*
di vert	*dē vĕrt'*	pre mise	*prē mīze'*
di vide	*dē vīde'*	pre pose	*prē pōze'*
di vine	*dē vīne'*	pre sage	*prē sādje'*
di vorce	*dē vōrse'*	pre scend	*prē sĕnd'*

di vulge	*dė vŭlje'*	pre tence	*prē tĕnse'*
du resse	*dū rĕs'*	pre vail	*prē vāle'*
e duse	*ē dūse'*	pro ceed	*prō sēēd'*
e ject	*ē jĕkt'*	pro cure	*prō kūre'*
e lect	*ē lĕkt'*	pro duce	*prō dūse'*
e nough	*ē nŭf'*	pro fess	*prō fĕs'*
e quip	*ē kwĭp'*	pro file	*prō fēle'*
ere long	*āre lŏng'*	pro ject	*prō jĕkt'*
e rect	*ē rĕkt'*	pro lix	*prō lĭks'*
e spouse	*ē spŏŭze'*	pro pose	*prō pōze'*
e spy	*ē spī'*	pro tect	*prō tĕkt'*
e squire	*ē skwīre'*	re build	*rē bild'*
e strange	*ē strānje'*	re call	*rē kâl'*
e vict	*ē vĭkt'*	re cant	*rē kănt'*
e volve	*ē vŏlv'*	re cede	*rē sēde'*
fore cast	*fōre kâst'*	re seat	*rē sēte'*
fore tel	*fōre tĕl'*		

(Lesson 6.) READING.

Dialogue, &c.—A New Country.

Mary. Have the people of the country you have been describing, any good fruits and sweet wines?

Ma. They possess an almost infinite variety of pleasant fruits and clustering vines. They have apples, for cider; pears, for perry; peaches, for brandy, and the *maple tree*, whose generous sap is converted into sugar to sweeten their morning beverage.

Jane. Do those people have commerce and trade with *other* countries, or do they live within themselves?

Ma. They have many thousand merchant ships, which float on every sea, and carry the produce of their soil to all parts of the world; and they have proud and gallant navies that protect their trade and guard their shores from invading foes.

Jane. Are there no *bad* folks in that country, to trouble and annoy the good?

Ma. There are doubtless some unworthy members of community in all countries; but in that of which I speak, there are laws, open alike to the rich and the poor, to punish evil doers. The laws, however, are mild and just; and the *life* of man, is held in high respect. It is a country of civil and religious freedom; where all grades of people are equal. They need but grateful hearts to acknowledge and enjoy the blessings they possess.

Mary. Indeed, mamma, tell us *where* that country is; certainly our little *story books*, give no account of it. From your description, I like it better than any other of which I have read or heard.

Ma. That my description is *true*, there can be no *doubt*; yourselves can bear me witness; for the country in question, the land of beauty, of fertility, of health, of peace, of wealth,

and of liberty', is our own happy country\: the *United States of America*\; a crown upon the Atlantic brow', adorned with nearly thirty pearls of more than princely size\.

Jane. Why, mother\, how you disappoint us\! We were looking for it in some *southern* clime', or rather', *western world*', near where the sun goes down with such mild glory\.

Ma. Your views', my children', were natural\. We all agree too well in looking for some *fancied* bliss', lying in fairy regions, *beyond* the *solid* comforts which are at *hand*', and therefore overlooked\.

(Lesson 7.) ARITHMETIC.

Practice.

CASE 2. *When the price is a penny or more, but less than a shilling.*

RULE. 1. Separate the price into even portions of a shilling, and divide the given sum by said parts.

2. Divide the amount of the quotients by 20. and the last quotient will be the answer. Thus:

1. What is the worth of 372lbs. of cheese at 4d. 2qr.?

372÷4 of 1s.=124s. the price at 4d.

124÷8 of 4d.=15+$\frac{4}{8}$ or $\frac{1}{2}$=6d. price at 2qr. And

124+15-6=139s.-6d.÷20=£6-19-6. *Ans.*

NOTE. When remainders occur, reduce them to a lower term and continue the division.

2. What cost 2462 peaches, at 1¼d. each?

Ans. £12-16-5-2.

3. What cost 7000lbs. of cheese at 3¾d. a lb.?

Ans. £109-7-6.

4. What cost 7610lbs. of butter, at 6⅝d. a lb?

Ans. £206-2-1

5. What cost 2759lbs. of pork, at 8¾d. a lb.?

Ans. £97-14-3-2.

(Lesson 8.) PUNCTUATION.

Application of the Comma.

RULE. 2. When an imperfect phrase breaks the connexion of a sentence, it is set off by commas. Thus:

His work, in many respects, is imperfect. I remember, with gratitude, his kindness to me.

NOTE. An imperfect phrase, is one or more words regularly combined; but which forms no sense, or makes no sentence; as, by and bye, very likely, barely possible, in fine, &c.

OBS. 1. *When the phrase is short and unimportant, the commas may be omitted; Thus:*

There is truly a pleasure in acts of charity. Tattling is really pernicious. Money is virtually the root of evil.

OBS. 2. *Words and phrases in the form of an address, are also set off by commas; Thus:*

I am obliged to you, my friends, for your kindness. My son, give me thine heart. Walk, my child, in the path of truth.

Obs. 3. *When the natural order of words or phrases, is transposed or inverted, they are distinguished by a comma; Thus:*

By habits of temperance, health is improved; or, health is improved by habits of temperance. While the sun shines, make hay; or, make hay while the sun shines.

(Lesson 9.) SPELLING.

re ceive	*rē sēve'*	re peat	*rē pēte'*
re cite	*rē sīte'*	re place	*rē plāse'*
re claim	*rē klāme'*	re ply	*rē plī'*
re cline	*rē klīne'*	re pose	*rē pōze'*
re cluse	*rē klūse'*	re press	*rē prēs'*
re coil	*rē kŏil'*	re proach	*rē prōtsh'*
re cord	*rē kord'*	re prove	*rē prōōv'*
re count	*rē kŏunt'*	re quest	*rē kwĕst'*
re cruit	*rē krōōt'*	re quite	*rē kwīte'*
re cur	*rē kŭr'*	re state	*rē stāte'*
re doubt	*rē dŏŭt'*	re sent	*rē zĕnt'*
re dress	*rē drĕs'*	re serve	*rē zĕrv'*
re duce	*rē dūse'*	re side	*rē zīde'*
re flect	*rē flĕkt'*	re sign	*rē zīne'*
re flow	*rē flō'*	re sist	*rē zĭst'*
re flux	*rē flŭks'*	re sort	*rē zōrt'*
re fract	*rē frăkt'*	re sound	*rē zŏŭnd'*
re frain	*rē frāne'*	re spect	*rē spĕkt'*
re fuse	*rē fūze'*	re strain	*rē strāne'*
re gress	*rē grĕs'*	re strict	*rē strĭkt'*
re hear	*rē hēre'*	re sult	*rē zŭlt'*
re hearse	*rē hĕrs'*	re sume	*rē zūme'*
re ject	*rē jĕkt'*	re tain	*rē tāne'*
re joice	*rē jŏŭse'*	re trace	*rē trāse'*
re lax	*rē lăks'*	re tract	*rē trăkt'*
re lay	*rē lā'*	re treat	*rē trēte'*
re lease	*rē lēse'*	re trench	*rē trĕnsh'*
re lieve	*rē lēve'*	re veal	*rē vēle'*
re ly	*rē lī'*	re venge	*rē vĕnje'*
re main	*rē māne'*	re view	*rē vū'*
re miss	*rē mĭs'*	re vise	*rē vīze'*
re move	*rē mōōv'*	re volve	*rē vŏlv'*
re new	*rē nū'*	se cede	*sē sēde'*
re nown	*rē nŏŭn'*	se clude	*sē klūde'*
re paid	*rē pāde'*	se crete	*sē krēte'*
re pair	*rē pāre'*	se cure	*sē kūre'*
re pass	*rē pās'*	se duce	*sē dūse'*
re pay	*rē pā'*	se lect	*sē lĕkt'*
re peal	*rē pēle'*		

(Lesson 10.) READING.

A New Country.

Mary. I am pleased′, mamma′, that the country you have described′, proves to be our own country.

Jane. We hope′, mother′, to know more of our own country′, and to admire it more. Will you be so good as to get us the fourth part of the Common School Manual, which I am told contains the geography and the history of our country′? Then we can read and know its excellences, and learn to prize it above all other countries.

Ma. I will endeavour to do so′, and′, in the mean time′, let me admonish you to shun the common error of expecting more from your own country than any country has to give; and do not, because the country of your birth has not all you expect′, imagine there is another favoured spot′, beyond the seas, or western hills′, where pleasures grow which earth does not yield.

Jane. But′, mother′, those who fall into these errors seldom read′, and cannot judge; they are weak′ and silly.

Ma. Not more so than yourself′, for you looked beyond the land of your nativity′, and imagined foreign countries better. Now try and correct your mistake′, and learn to value the blessings within your reach. These′, upon a fair estimate′, will be found as great and as inviting′, as fall to the lot of any country on the face of the globe.

True it is′, you can be perfectly happy in no part of the world; nor is it best you should; for then you would be in love with the earth′, nor think of preparing for a better country.

Jane. I feel ashamed′, mother′, that my views on this subject are so limited. From what you have said′, I hope I shall be able to form more correct notions.

Ma. You must not fall into the opposite extreme′, and despise all other countries. While you cherish a love for your own′, hold all others in due respect. Admire the beauties of art and nature in all countries; cherish a regard for the people of all countries; and honour virtue′, though found in the wandering Arab′ or the turbaned Turk.

(Lesson 11.) ARITHMETIC.

Practice.

CASE 3. *When the price is one or more shillings, but less than twenty.*

RULE. Multiply the given quantity by the given price; the product will be the answer in shillings. Or, take even parts of a £. and work as in case 2d. Thus:—

1. What cost 527bu. corn, at 4s. a bu? *Ans.* £105 - 8.

527×4=2108s.÷20=£105 - 8. Or,
4s.=$\frac{1}{5}$ of a £., and 527÷$\frac{1}{5}$=£105 - 8.

2. What cost 3271 bu. wheat at 5s. a bu? *Ans.* £817 - 15.
3. What cost 191 yds. of cloth, at 8s. a yard? *Ans.* £76 - 8.
4. What cast 600 yds. of cloth, at 13s. a yard? *Ans.* £390.
5. What cost 2150 bbls. of salt, at 19s. a barrel? *Ans.* £2042 - 10.
6. What cost 2710 axes, at 6s. each? *Ans.* £813.

(Lesson 12.) PUNCTUATION.

Application of the Comma.

RULE. 3. When two or more simple members occur in succession, they are parted by a comma. Thus:—

He is fed by his father, his brother, and his uncle. The husband, wife, and children, were present.

OBS. 1. *When the parts are short, and are connected by a conjunction, the comma is omitted.* Thus:—

Virtue and vice have different features. Libertines often call religion bigotry or superstition.

OBS. 2. *Two or more adjectives referring to the same noun, are parted by a comma.* Thus:—

David was a brave, wise, and pious man. A sensible, gentle, amiable woman.

OBS. 3. *When two or more adjectives are joined by a conjunction, the comma is omitted.* Thus:—

Truth is fair and artless, simple and fearless, uniform and consistent. The good and wise man is esteemed.

(Lesson 13.) SPELLING.

Words of two syllables; Accent on the first; Vowels broad.

al der	*âl'dŭr*	cru et	*krôô'ĭt*
al tar	*âl'tŭr*	cruis er	*krôô'zŭr*
al ter	*âl'tŭr*	dau ber	*dâw'bŭr*
au burn	*âw'bŭrn*	daugh ter	*dâw'tŭr*
auc tion	*âwk'shŭn*	dau phin	*dâw'fĭn*
au dit	*âw'dĭt*	do er	*dôô'ŭr*
au ger	*âw'gŭr*	do ing	*dôô'ĭng*
au gur	*âw'gŭr*	false ly	*fâlse'lē*
au gust	*âw'gŭst*	fau cet	*fâw'sĭt*
au stral	*âw'străl*	faul ty	*fâl'tē*
au thor	*âw't'hŭr*	faw ner	*fâw'nŭr*
au tumn	*âw'tŭm*	flaw y	*flâw'ē*
bald ly	*bâwld'lē*	foot ball	*fût'bâl*
bal sam	*bâwl'sŭm*	foot hold	*fût'hōld*
baw ble	*bâw'bl*	foot man	*fût'măn*
boo by	*bôô'bē*	foot pad	*fût'păd*
boo ty	*bôô'tē*	fruit ful	*frôôt'fŭl*
braw ny	*brâw'nē*	fruit less	*frôôt'lĕs*
brew er	*brôô'ŭr*	ful ly	*fŭl'lē*

broad ly	*brâwd'lē*	ful ness	*fûl'nĕs*
bru tal	*brôô'tăl*	good ness	*gŭd'nĕs*
bru tish	*brôô'tĭsh*	hal ser	*hâw'sŭr*
bul let	*bŭl'lĕt*	haugh ty	*hâw'tē*
bul lion	*bŭl'yŭn*	law less	*lâw'lĕs*
bush el	*bŭsh'ĭl*	loose ly	*lôôse'lē*
bush y	*bŭsh'ē*	loose ness	*lôôse'nĕs*
calk er	*kâlk'ŭr*	los er	*lôôz'ŭr*
call ing	*kâl'lĭng*	moo dy	*môô'dē*
caus tick	*kâws'tĭk*	moon less	*môôn'lĕs*
cau tion	*kâw'shŭn*	moor y	*môôr'ē*
crook ed	*krôôk'ĕd*	mov ing	*môôv'ĭng*
crude ly	*krôôd'lē*	naugh ty	*nâw'tē*
cru el	*krôô'ĕl*	nau tic	*nâw'tĭk*

(Lesson 14.) READING.

The New Country.

1. Columbia′, Columbia′, to glory arise\!
The queen of the world′, and the child of the skies\;
Thy genius commands thee\, with rapture behold′,
While ages on ages′, thy splendours unfold\.

2. A world is thy realm\; for a world be thy laws\;
Enlarged as thy borders′, and just as thy cause\;
On freedom's broad basis\, thy empire shall rise′,
Extend with the main′, and dissolve with the skies\.

3. Thy reign is the last′, and the noblest of time\;
Most fruitful thy soil′, most inviting thy clime\;
Let the deeds of the East\, ne'er encrimson thy name\.
Be virtue and science′, and freedom thy fame\.

4. To thee′, the last refuge of virtue design'd′,
Shall fly from all nations′, the best of mankind\;
Here′, grateful to heav'n′, with transport′, shall bring
Their incense′, more fragrant than odours of spring\.

5. As the day-spring unbounded′, thy splendour shall flow′,
And earth's little kingdoms′, before thee shall bow\;
While the ensigns of union\, in triumph unfurl'd′,
Hush the tumult of war′, and give peace to the world\.

(Lesson 15.) ARITHMETIC.

Practice.

CASE 4. *When the price is of several terms; as, shillings, pence, &c.*

RULE. 1. Multiply the given quantity by the shillings, and take even parts for the other terms.

2. Divide the amount of the results by 20, and the quotient will be the answer. Thus:—

1. What cost 246yds. of velvet, at 7s. 3d. a yard?
Ans. £89 – 3 – 6.

246×7=1722s.
3d. ¼ of 1s. and 246÷¼=61s.
1783÷20=£89 – 3 – 6.

2. What cost 2710bus. wheat, at 6s. 8d. a bushel?
Ans. £903 – 6 – 8.
3. What cost 378 bus. oats at 1s. 8d. a bushel?
Ans. £31 – 10.
4. What cost 126 bus. rye, at 3s. 4d. a bushel? *Ans.* £21.
5. What cost 2103yds. at 15s. 7d. a yard?
Ans. £1638 – 11 – 9.
6. What cost 7152yds. at 17s. 6d. a yard?
Ans. 6258.

(Lesson 16.) PUNCTUATION.

Application of the Comma.

RULE 4. When two or more verbs occur, referring to the same subject, they are parted by a comma. Thus:—

In a letter, we may exhort, advise, comfort, and instruct. Whether we eat, drink, labour, or sleep, we should be temperate.

OBS. 1. *When two or more verbs are joined by a conjunction, they are not separated.* Thus:—

The study of natural history, elevates and expands the mind. He rides or walks, works or plays, the whole year through.

OBS. 2. *Two or more participles are pointed in the same manner.* Thus:—

We are pleased with being loved, esteemed, and respected. Admired and followed, he became vain and disgusting.

OBS. 3. *Two or more adverbs have the same pointing.* As:—

Success generally depends upon acting promptly, steadily, and vigorously. We live virtuously or viciously, and die happily or miserably.

OBS. 4. *When the conjunction is parted from the member to which it belongs, it is set off by a comma.* Thus:—

They set out early, and, before night, reached the town. He went to bed in health and spirits, and, at 12 o'clock, was past recovery.

(Lesson 17.) SPELLING.

pal fry	*pâl'frē*	sau cer	*s îw'sŭr*
pal sy	*pâl'zē*	sau cy	*s îw'sē*
pal try	*pâl'trē*	saw er	*sâw'ŭr*
pau per	*pâw'pŭr*	smal ly	*smâl'lē*
plau dit	*plâw'dĭt*	sooth er	*sôôt'h'ŭr*
poor ly	*pôôr'lē*	sooth say	*sôôt'h'sā*
poor ness	*pôôr'nēs*	soot y	*sôôt'ē*
proof less	*prôôf'lēs*	squal ly	*skwâl'lē*
pru dent	*prô'dĕnt*	talk er	*tâwk'ŭr*

quad rate	*kwâd'rāte*	tall nes	*tâl'nēs*
qualm ish	*kwâm'ish*	tomb less	*tôôm'lĕs*
raw ly	*râw'lē*	tooth ach	*tôôth'ăke*
raw ness	*râw'nĕs*	troop er	*trôôp'ŭr*
rheu my	*rôô'mē*	tru ant	*trôô'ănt*
rhu barb	*rôô'bŭrb*	true love	*trôô'lŭv*
rook y	*rôôk'ē*	true ness	*trôô'nĕs*
room y	*rôôm'ē*	tru ly	*trôô'lē*
root y	*rôôt'ē*	vault ed	*vâwlt'ĕd*
ru by	*rôô'bē*	war ble	*wâr'bl*
rude ly	*rôôd'lē*	war den	*wâr'dn*
rude ness	*rôôd'nĕs*	warm ly	*wârm'lē*
rueful	*rôô'fŭl*	war ty	*wâr'tē*
ru in	*rôô'ĭn*	wolf ish	*wôlf'ĭsh*
ru ler	*rôô'lŭr*	wom an	*wŭm'ŭn*
ru mour	*rôô'mŭr*	wood en	*wŭd'dn*
ru ral	*rôô'răl*	wood y	*wŭd'ē*
ruth less	*rôôth'lĕs*	wool len	*wŭl'lĭn*
salt ness	*sâlt'nĕs*	wool ly	*wŭl'lē*

(Lesson 18.) READING.

Discovery of the New Country.

The pupil will add the Inflections, &c. in pencil mark.

1. On Friday, the 3d of August, 1492, Christopher Columbus sailed from Pa'los in Spain, on a voyage of discovery. His little fleet consisted of three vessels:—the Santa Maria, the Ni'na, and the Pin'ta; and his course lay across the Atlantic Ocean, whose broad surface had then been traversed by no venturous bark.

2. They soon lost sight of the main land and the familiar islands, and stretched out into unknown seas. The sailors, aware of the boldness of the enterprise, became dejected, smote upon their breasts, and shed tears; but Columbus raised their spirits by assuring them of success, and immense wealth in the new country to which he would take them.

3. All the great qualities which form a man of the first order, and fit him for command, were concentrated in this intrepid navigator, and he possessed a knowledge of the nautical profession unknown to any other at that age of the world; hence, his confidence in the voyage, and the complete control of his sailors.

4. In 30 days they had sailed about 600 miles, a distance which, to the timid Spaniards, appeared immeasurable and irretraceable. At this juncture too, they observed that the needle of the compass did not point directly to the North Star; this fact, though now familiar to every school boy, was new to them, and filled them with terror. They seemed to think that nature herself had turned traitoress, and abandoned them to impending destruction.

5. Fertile in expedients, Columbus immediately offered a reason for this appearance, which was so plausible as to satisfy the

sailors, but did not answer the inquiries of his own mind. Nor is the cause fully known to the present day.

6. On the 1st of October, they had proceeded nearly 800 leagues west of their homes, and had seen no land; the spirits of the sailors sunk, and murmurs spread from ship to ship. All agreed that Columbus should be compelled by force to return home, and some of them proposed to throw him overboard.

7. Columbus was aware of their plot, and began to sooth their passions; he promised his men, that, if they would hold on and obey his commands three days longer, he would then return home, should they not have discovered land. These terms were accepted and they proceeded westward.

8. They took up a piece of wood curiously carved; a branch of a tree bearing red berries perfectly fresh; and they saw newly cut cane floating upon the water. Columbus knew he must be near land. On the evening of the second day, after public prayers, he ordered the sails to be furled, and a strict watch through the night.

9. Late in the evening, Columbus, standing on deck, observed a light, and pointed it out to two of his men; and a little after midnight, the sound of land! land! burst forth from the Pin'ta, then ahead of the other vessels; and the crew of that ship immediately sang a hymn of thanksgiving to that God who had crowned their efforts with success.

(Lesson 19.) ARITHMETIC.

Practice.

CASE 5. *When the price is £'s or parts of a £.*

RULE. Multiply the given quantity by the £'s, and take even parts for the shillings and pence. Thus:—

1. What cost 124 tons of hay, at £3 – 5 – 6 – 2.

Ans. £406 – 7 – 2.

124×3=372. price at £3 a ton.
5=$\frac{1}{4}$ & 124÷4=31. do. at 5s. a ton.
6d.=$\frac{1}{10}$ &31÷$\frac{1}{10}$=3 – 2. at 6d. a ton.
2qr.=$\frac{1}{12}$&3 – 2÷$\frac{1}{12}$=0 – 5 – 2

£406 – 7 – 2.

As, 1 ton: 124 tons :: £3 – 5 – 6 – 2 : £406 – 7 – 2. *Proof.*

2. What cost 47 tons, at £3 – 3 – 4 a ton?

Ans, £148 – 16 – 8.

3. What cost 20bbls. pork, at £4 – 13 – 4 a bbl.?

Ans. £93 – 6 – 8.

4. What cost 71 cows, at £6 – 13 – 4 a head?

Ans. £473 – 6 – 8.

(Lesson 20.) PUNCTUATION.

Application of the Semicolon.

NOTE 1. The Semicolon is used to divide compound sentences into two or more parts, less intimately connected than those separated by commas.

RULE 1. When the sentence consists of two great constructive members, composed of one or more simple members, then the semicolon marks the division. Thus:—

The path of truth, is a plain and safe path; that of falsehood, a perplexing maze. The work is a dull performance; it is capable of pleasing no one. Although the past of life is gone, and the future may not reach me; yet the present is mine, and it shall be well employed.

NOTE 2. A moment's attention to the order and construction of a sentence, will, with the aid of the foregoing examples, enable the scholar to distinguish at once the proper use of the Semicolon.

(Lesson 21.) SPELLING.

Words of two syllables; accent on the second; vowels broad.

all hail	*âll hāle'*	cou pee	*kôô pēē'*
all wise	*âll wize'*	cru sade	*krôô sādе'*
al though	*âl t'hō'*	full fed	*fûl fĕd'*
aug ment	*âwg mĕnt'*	ru gose	*rôô gōse'*
aus tere	*âws tēre'*	scru pir	*skrôô tēre'*

Words of two syllables; accent on the first; vowels grave.

al mond	*àm'ŭnd*	cor dage	*kòr'dĭdje*
arch er	*àrtsh'ŭr*	cor ky	*kòr'kē*
ar chives	*àr'kīves*	corn land	*kòrn'lănd*
arc tic	*àrk'tĭk*	corn mill	*kòrn'mĭl*
ar dour	*àr'dŭr*	cor ner	*kòr'nŭr*
ar gil	*àr'gĭl*	cor net	*kòr'nĕt*
ar gue	*àr'gū*	cor nice	*kòr'nŭs*
ar mour	*àr'mŭr*	cor ny	*kòr'nē*
ar my	*àr'mē*	cor sair	*kòr'sâre*
ar tick	*àr'tĭk*	dark ly	*dàrk'lē*
art less	*àrt'lĕs*	dark ness	*dàrk'nĕs*
bar ber	*bàr'bŭr*		
bar gain	*bàr'gĭn*	for ceps	*fôr'sĕps*
bar ky	*bàr'kē*		
bar ley	*bàr'lē*		
bar my	*bàr'nē*		
bar ter	*bàr'tŭr*	for feit	*fôr'fĭt*
bor der	*bòr'dŭr*	for mer	*fôr'mŭr*
calm ly	*kàm'lē*	form less	*fôrm'lĕs*
calm ness	*kàm'nĕs*	fort night	*fôrt'nīte*
car cass	*kàr'kăs*	for tress	*fôr'trĕs*
car go	*kàr'gō*	for tune	*fôr'tshūne*
car man	*kàr'măn*	for ty	*fôr'tē*
car mine	*kàr'mēne*	gar bage	*gàr'bĭdj*
car nage	*kàr'nĭdj*	gar bel	*gàr'bl*
car nal	*kàr'nal*	gar den	*gàr'dn*
car pet	*kàr pĭt*	gar lick	*gàr'lĭk*
carving	*kàrp'ĭng*	gar ner	*gàr'nŭr*

cart load	*kärt'lōde*	gaunt ly	*gänt'lē*
cart way	*kärt'wā*	gaunt let	*gänt'lĕt*
car tridge	*kärt'rĭdj*	gor geous	*gôr'jŭs*
cart rut	*kärt'rŭt*	gor get	*gôr'jĭt*
cart, right	*kärt'rite*	gor gon	*gôr'gŭn*
carv ing	*kärv'ĭng*		

(Lesson 22.) READING.

Discovery of the New Country.

10. The morning of the 12th of October dawned, and discovered to Columbus and his crew, one of the cluster of islands now called the *Bahamas*. Its flat and verdant fields, stored with wood and watered with rivulets, presented to their longing eyes the features of a delightful region.

11. The sailors, actuated by a sense of wrong toward their brave commander, fell upon their knees and begged his pardon for the pain and trouble they had occasioned him, and the insolence they had practised toward him. He who is worthy of command, is never above the pardon of sincere repentance; Columbus, therefore, was not slow to relieve them of the burden which had brought them at his feet.

12. At sun rise, the boats were armed and manned, and they rowed toward the island with colours flying, warlike music playing, and the full flourish of martial pomp. The shore was crowded with a multitude of the natives, expressing signs of the deepest astonishment at the strange objects presented to their view.

13. Columbus was the first European that set foot upon the shores of the New Country. He landed, habited in a rich dress and a naked sword in his hand; his men followed, and, kneeling down, they kissed the ground which they had so long and so ardently wished to see.

14. They then erected a crucifix, and gave thanks to God for his goodness in conducting their voyage to so happy an issue, and then took formal possession of the country in the name of the crowns of *Castile* and *Leon*. During the ceremony they were surrounded by many of the islanders, who looked on in silent admiration.

15. Poor Natives! they were alike ignorant of the meaning of what their strange guests were doing, and of the consequences which were to follow, and which, in the course of a few years, swept, by famine, treachery, fire, and sword, nearly fifteen millions of innocent souls from the face of the earth.

16. Let it be remembered, however, that Columbus was always faithful and kind to the poor Indians. On his return to Spain, he took with him a few of the islanders, and a quantity of their gold, and was received by the whole nation with the most lively demonstrations of joy and respect. The high honours and vast riches which had been pledged to him by the crowned heads of

Spain, were basely withheld from him, and he was suffered to live and die in comparative indigence.

(Lesson 23.) ARITHMETIC.

Practice.

CASE 6. *When the price and the quantity are both compound terms.*

RULE. 1. Multiply the price by the highest term in the quantity, and take parts for the other terms of the quantity.

2. The amount of the several results will be the answer.

1. What cost 7cwt 0qr 19lbs of tallow, at £3 - 16 a cwt.?

£3 - 16×7=£26 - 12, price of 7 cwt

16lbs=$\frac{1}{7}$ of a cwt. & £3 - 16÷7= 0 - 10 - 10 - 1, do 16lbs

2lbs=$\frac{1}{8}$ of 16lbs, then, £0 - 10 -

10 - 1÷8= - - - - - - - 1 - 4 - 1, do 2lbs

1lb=$\frac{1}{2}$ of 2 lbs, and £0 - 1 - 4 -

1÷2= - - - - - - - - 8 - 0, do 1lb

Ans. £27 - 4 - 10 - 2 *Ans.*

2. What cost 21 cwt. 3qrs. 25lbs. at $5.41 a cwt? *Ans.* $118.875.

3. What cost 121 yards, at £0 - 1 - 2 - 2 a yard?

Ans. £7 - 6 - 2 - 2.

4. What cost 120lbs, at 4d. 2qrs. a lb.? *Ans.* £2 - 5.

5. What cost 3906lbs, at 7d. 2 qrs. a lb.? *Ans.* £122 - 1 - 3.

6. What cost 7cwt. 1qr. 14lbs., at £3 - 15 - 9 - 1, a cwt.?

Ans. £27 - 18 - 9 - 2.

(Lesson 24.) PUNCTUATION.

Application of the Colon.

NOTE. The colon is used to set off members of a sentence, less connected with each other than those pointed by the semicolon.

RULE. When a sentence is complete, but is followed by an explanatory remark or some reflection, the division is marked by a colon. Thus:

When we look forward to the approaching year, what do we see? All is conjecture: a dark unknown presents itself

OBS. 1. *When several semicolons have been used, and a still longer pause is necessary, the colon may be introduced.*

The shadow has moved along the dial plate, though none saw it move; and the grass has grown, though no one has seen it grow: so the progress in knowledge can be measured only by the distance gone over.

OBS. 2. *When an example, a quotation, or a speech, is introduced, it is set off by a colon.*

He was heard to say: "I have done with the world, and am ready to leave it."

Remember the golden rule: "Do to others as you would others should do to you." The smile of gaiety is often assumed, while the heart aches: though folly may laugh, guilt will sting.

(Lesson 25.) SPELLING.

half way	*hăf'wā*	or der	*ôr'dûr*
half wit	*hăf'wĭt*	or gies	*ôr'jēze*
har den	*här'dn*	or phan	*ôr'făn*
hard ly	*härd'lē*	par cel	*pär'sĭl*
hard ness	*härd'nĕs*	par don	*pär'dn*
har dy	*här'dē*	par ley	*pär'lē*
harm less	*härm'lĕs*	par son	*pär'sn*
har ness	*här'nĕs*	par tial	*par'shăl*
har per	*här'pŭr*	part ly	*pärt'lē*
harsh ly	*härsh'lē*	part ner	*pärt'nŭr*
heart felt	*härt'fĕlt*	par ty	*pär'tē*
heart sick	*härt'sĭk*	path less	*păt'h'lĕs*
heart less	*härt'lĕs*	path way	*păt'h'wā*
hear ty	*här'tē*	sar casm	*sär'kăzm*
horse fly	*hôrs'flī*	sar dine	*sär'dēn*
lar der	*lär'dûr*	scar let	*skär'lĭt*
large ly	*lärdje'lē*	scorn er	*skôrn'ûr*
lar gess	*lär'jĕs*	scorn ful	*skôrn'fûl*
laugh ter	*läf'tûr*	shar per	*shär'pŭr*
laun dress	*lăn'drĕs*	sharp ly	*shärp'lē*
lau rel	*lôr'rĭl*	sharp ness	*shärp'nĕs*
mar ble	*mär'bl*	snarl er	*snärl'ûr*
mar gin	*mär'jĭn*	spar kle	*spär'kl*
mar ly	*mär'lē*	spar ry	*spär'rē*
mar vel	*mär'vĕl*	star light	*stär'līte*
mar shal	*mär'shăl*	star ry	*stär'rē*
marsh y	*märsh'ē*	storm y	*stôrm'ē*
mar tial	*mär'shăl*	tar dy	*tär'dē*
mar tyr	*mär'tŭr*	tart ly	*tärt'lē*
mor row	*môr'rō*	tart ness	*tärt'nĕs*
mor sel	*môr'sĭl*	thor ny	*t'hôr'nē*
mor tar	*môr'tŭr*	tor toise	*tôr'tŭz*
mort gage	*môr'gāje*	tor ture	*tôr'tshûre*

(Lesson 26.) READING.

Passage of the Potomac and Shenandoah through the Blue Ridge.

1. The passage of the Potomac through the Blue Ridge, is, perhaps, one of the most stupendous scenes in nature. You stand on a very high point of land. On your right, comes up the Shenandoah, having ranged along the foot of the mountain a hundred miles, to seek a vent. On your left approaches the Potomac, in quest of a passage also. In the moment of their junction they rush together against the mountain, rend it asunder, and pass off to the sea.

2. The first glance of this scene hurries our senses into the opinion, that this earth has been created in time; that the mountains were formed first; that the rivers began to flow afterwards; that, in this place particularly, they have been dammed up by

the Blue Ridge of mountains, and have formed an ocean, which filled the whole valley; that, continuing to rise, they have, at length, broken over at this spot, and have torn the mountain down, from its summit to its base. The piles of rock on each hand, and particularly on the Shenandoah, the evident marks of their disrupture and avulsion from their beds, by the most powerful agents of nature, corroborate this impression.

3. But the distant finishing, which nature has given to the picture, is of a very different character. It is a true contrast to the fore-ground. This is as placid and delightful, as that is wild and tremendous. For the mountain, being cloven asunder, presents to your eye, through the cleft, a small catch of smooth blue horizon, at an infinite distance in the plain country, inviting you, as it were, from the riot and tumult roaring around, to pass through the breach and participate of the calm below.

4. Here the eye ultimately composes itself; and that way, too, the road happens actually to lead. You cross the Potomac above the junction, pass along its side through the base of the mountain, for three miles; its terrible precipices hanging in fragments over you. This scene is worth a voyage across the Atlantic. Yet here, as in the neighbourhood of the Natural Bridge, are people, who have passed their lives within half a dozen miles, and have never been to survey these monuments of a war between rivers and mountains, which must have shaken the earth itself to its centre.

(Lesson 27.) ARITHMETIC.

Practical exercises in Practice.

1. What cost 8012 lbs. of chalk, at 2d. 3qrs. a lb.? *Ans.* £91. 16. 1.
2. What cost 1847 yds. at 5s. 8d. a yard? *Ans.* £523. 6. 4.
3. What cost 287 bu. of wheat, at 17s. 6d. a bu.? *Ans.* £251. 2. 6.
4. What cost 10 cwt. 2 qrs. 7 lbs. sugar, at $10.25 a cwt.? *Ans.* $108.265.
5. What cost 27¾ yds. at $9.65 a yard? *Ans.* $267.785.
6. What cost 765 gals. 3 qts. 1 pint, at $2.1875 a gallon? *Ans.* $1675.3515.
7. What cost 25 cwt. 1 qr. 9 lbs. at $1.75 a cwt.? *Ans.* $44.32.
8. What cost 6 lbs. 2 oz. 10 dwts. 5 grs. at $4.16 a lb.? *Ans.* $25.828.
9. What cost 126 yds. 2 qrs. 2 nails, at $4.75 a yard? *Ans.* $601.468.
10. What cost 5 hhds 31½ gals. at $47 a hhd.? *Ans.* $258.50.

(Lesson 28.) PUNCTUATION.

Application of the Interrogative Point.

RULE. When a question is written which admits of an answer, the interrogative point is used as a close. Thus:

Whom do men say that I am? But whom say ye that I am? When shall we be stronger? When cast on our backs and bound?

Obs. *Questions which are asked or implied in contemplation, are marked with this note.*

Who adorned the heavens with such beauty? Who directs the sun and the moon to rise and to set?

"To whom can riches give repute or trust,
Content or pleasure, but the good and just?

Application of the Exclamation Point.

Rule. Words or phrases, which express an emotion or an invocation, are marked with a note of exclamation. Thus:

My friend, your conduct amazes me!

"Oh had we both our humble lot maintain'd
And safe in peace and poverty remain'd!"

Bless the Lord, O my soul! Hear me, O Lord! for thy name's sake!

Obs. *A sentence in the form of a question, with no answer implied or expressed, adopts this point.*

Who can express the goodness of the Creator! What is more amiable than virtue! O the vanity in the pursuits of life!

(Lesson 29.) SPELLING.

Words of two syllables; accent on the second; vowels grave.

ar cade	*ar kād'*	car tel	*kar tĕl'*
ar gute	*ar gūte'*	for bear	*for bare'*
ar rack	*ar răk'*	or dain	*or dāne'*

Words of two syllables; accent on the first; vowels sharp.

air drawn	*are'drawn*	fare well	*fare'wĕl*
air hole	*are'hole*	hare bell	*hare'bĕl*
air ing	*are'ing*	hair lace	*hare'lase*
air less	*are'lĕs*	hair less	*hare'lĕs*
air pump	*are'pump*	heir ess	*are'ĕs*
air y	*are'ē*	heir less	*are'lĕs*
care ful	*kare'fŭl*	heir ship	*are'shĭp*
care less	*kare'lĕs*	pear tree	*pare'trēē*
fair ly	*fare'lē*	rare ly	*rare'lē*
fair ness	*fare'nĕs*	ware less	*ware'lĕs*

Words of two syllables; accent on the second; vowels sharp

there at	*t'hare ăt'*	where as	*hware ăz'*
there by	*t'hare bi'*	where at	*hware ăt'*

there in	*t'hâre ĭn'*	where by	*hwâre bī'*
there of	*t'hâre ŏv'*	where in	*hwâre ĭn'*
there on	*t'hâre ŏn'*	where of	*hwâre ŏv'*
there out	*t'hâre ŏût'*	where on	*hwâre ŏn'*
there to	*t'hâre tô'*	where to	*hwâre tô'*

(Lesson 30.) READING.

The Voice of the Seasons.

1. There is in the revolution of time, a kind of warning voice, which summons us to thought and reflection; and every season, as it rises, speaks to us of the analogous character which we ought to maintain. From the first openings of the spring, to the last desolation of winter, the days of the year are emblematic of the state and of the duties of man; and whatever may be the period of our journey, we can scarcely look up into the heavens, and mark the path of the sun, without feeling either something to animate us upon our course, or to reprove us for our delay.

2. When the spring appears; when the earth is covered with its tender green, and the song of happiness is heard in every shade, it is a call to us to foster true religious hope and joy. Over the infant year, the breath of heaven seems to blow with paternal softness, and the heart of man willingly partakes in the joyfulness of awakened nature.

3. When summer reigns, and every element is filled with life, and the sun, like a giant, pursues his course through the firmament above, it is the season of adoration. We see there, as it were, the majesty of the present God; and, wherever we direct our eye, the glory of the Lord seems to cover the earth as the waters cover the sea.

4. When autumn comes, and the annual miracle of nature is completed, it is the appropriate season of thankfulness and praise. The heart bends with instinctive gratitude before Him whose benevolence neither slumbers nor sleeps; and who, from the throne of his glory, yet remembers the things that are in heaven, and on the earth.

5. The season of winter has also similar instructions. To the thoughtful and the feeling mind, it comes not without a blessing upon its wings; and perhaps the noblest lessons of religion are to be learned amid the clouds, and storms, and darkness of this gloomy period.

(Lesson 31.) ARITHMETIC.

Tare and Tret.

OBS. *Tare and Tret are allowances made by the seller to the buyer on various kinds of coarse goods; such as sugar, coffee, tea, &c.*

Tare, is simply the weight of the box, bag, or cask, containing the goods.

Tret, is an allowance made for wasteage in weights, &c. taken together.

When Tare is deducted, then the weight, if Tret is allowed, is called Suttle; otherwise, it is called Neat, or Net weight.

CASE 1. *When the Tare is a specified sum, on the gross weight.*

RULE. Subtract the given Tare from the gross weight, and the remainder will be the neat weight. Thus:

1. What is the weight of 14 hhds. 456 cwt. 1 qr. 19 lbs. gross, tare 15 cwt. 2 qrs. 13 lbs. on the whole.

Ans. 440 cwt. 3qrs. 6 lbs.

456 - 1 - 19—15 - 2 - 13=440 - 3 - 6.

2. What is the neat weight of 24 hhds, each 6 cwt. 2 qrs. 17 lbs., tare in the whole 17 cwt. 3 qrs. 27 lbs.?

Ans. 141 cwt. 2 qrs. 17 lbs.

CASE 2. *When the tare is so much a bbl. box, bag, &c.*

RULE. Multiply the given boxes, bags, &c. by the tare per box, &c. and subtract the product from the gross weight, then the remainder will be the neat weight. Thus:

1. What is the weight of 30 casks, each 2 cwt. 3 qrs. 12 lbs. tare 21 lbs. per cask; and what the price, at $7 35 a cwt.?

30×21=630 lbs.÷28=22 qrs. 14 lbs., or 5 cwt. 2 qrs. 14 lbs. tare, 2 cwt. 3 qrs. 12 lbs.×30=85 cwt. 2 qrs. 24 lbs. gross weight.

85 . 2 . 24—5 . 2 . 14=80 . 0 . 10, neat weight. *Ans.*

$7.35×80=588,00

8lb.=$\frac{1}{14}$ cwt.; and 7.35÷$\frac{1}{14}$= .525

2 lbs.=$\frac{1}{4}$ of 8 lbs. and 525÷$\frac{1}{4}$= .131

———$588.656, *Ans.*

2. What is the neat weight of 8 hhds. 86 cwt. 2 qrs. 24 lbs. gross, tare 100 lbs. a hhd. *Ans.* 79 cwt. 2 qrs. 8 lbs.

(Lesson 32.) PUNCTUATION.

Application of the Dash.

NOTE 1. The dash is a modern character in the art of pointing, and is frequently used with little or no propriety.

RULE. When the sense breaks off abruptly, the dash may be used. Thus:

Whatever is, is right;—this world, 'tis true,
Was made for Cesar:—But for Titus too.

If thou art he so much respected once;—but Oh! how fallen!

OBS. 1. *When a significant pause is required, the dash is used. Thus:*

Something there is, more needful than expense;
And something previous e'en to taste:—'tis sense.

OBS. 2. *When there is an unexpected turn in the sentiment, the dash is introduced. Thus:*

Here lies the great—false marble, where?
Nothing but sordid dust lies there.

Let me repeat it:—he only is great who has the habits of greatness.

Application of the Parenthesis.

NOTE 2. The Parenthesis is used to enclose a phrase or sentence, placed obliquely in the body of another sentence.

RULE. When some useful remark, explanation, illustration, or collateral fact, is brought into the body of a sentence, it is enclosed in parenthetic lines. Thus:

Know then this truth, (enough for man to know,)
Virtue alone is happiness below.

He loves nobody, (I speak of friendship,) who is not jealous, when he has partners in love.

Know ye not, brethren, (for I speak to them that know the law,) how that the law binds the man as long as he lives?

NOTE 3. The comma is almost always introduced, just before the parenthetic lines. In a few cases, the semicolon is used, and in a few others no point is used.

(Lesson 33.) SPELLING.

Words of two syllables; accent on the first; embracing the Diphthongs.

boy hood	*bŏĕ'hŭd*	foi ble	*fŏĭ'bl*
boy ish	*bŏĕ'ĭsh*	foil er	*fŏĭl'ŭr*
broi der	*brŏĕ'dŭr*	foul ly	*fŏûl'lē*
broil er	*brŏĭl'ŭr*	foul ness	*fŏûl'nĕs*
clois ter	*klŏĭs'tŭr*	foun der	*fŏûn'dŭr*
cloud less	*klŏûd'lĕs*	foun dry	*fŏûn'drē*
cloud y	*klŏûd'ē*	foun tain	*fŏûn'tĭn*
cloy ess	*klŏĕ'lĕs*	fowl er	*fŏûl'ŭr*
coin age	*kŏĭn'ĭje*	gou ty	*gŏû'tē*
coin er	*kŏĭn'ŭr*	hour glass	*ŏûr'glăs*
coun cil	*kŏûn'sĭl*	hour ly	*ŏûr'lē*
coun sel	*kŏûn'sĕl*	hous ing	*hŏûz'ĭng*
coun ter	*kŏûn'tĕr*	join der	*jŏĭn'dŭr*
coun tess	*kŏûn'tĕs*	join er	*jŏĭn'ŭr*
count less	*kŏûnt'lĕs*	joint er	*jŏĭnt'ŭr*
coun ty	*kŏûn'tē*	joint ly	*jŏĭnt'lē*
cow ard	*kŏû'ŭrd*	joy ful	*jŏĕ'fŭl*
cow slip	*kŏû'slĭp*	joy less	*jŏĕ'lĕs*
coy ness	*kŏĕ'nĕs*	joy ous	*jŏĕ'ŭs*
coi ly	*kŏĭ'lē*	loi ter	*lŏĭ'tŭr*
doubt ful	*dŏût'fŭl*	loud ly	*lŏûd'lē*
doubt less	*dŏût'lĕs*	loud ness	*lŏûd'nĕs*
dow er	*dŏû'ŭr*	loun ger	*lŏûn'jŭr*
dow las	*dŏû'lăs*	loy al	*lŏĕ'ăl*
down fall	*dŏûn'fâl*	noi sy	*nŏĭ'zē*
down hill	*dŏûn'hĭl*	oil y	*ŏĭl'ē*
down y	*dŏûn'ē*	out cast	*ŏût'kăst*

dow ry	*dòû'rē*	out cry	*òût'krī*
drow sy	*dròû'zē*	out rage	*òût'rāje*
flow er	*flòû'ūr*	ow let	*òû'lēt*

(Lesson 34.) READING.

An uncharitable spirit rebuked.

1. And it came to pass, after these things, that Abraham sat in the door of his tent, about the going down of the sun. And behold, a man, bent with age, came from the way of the wilderness, leaning on a staff! And Abraham arose, and met him, and saith unto him, "Turn in, I pray thee, and wash thy feet, and tarry all night; and thou shalt arise early in the morning, and go on thy way." And the man said, "Nay; for I will abide under this tree."

2. But Abraham pressed him greatly: so he turned, and they went into the tent: and Abraham baked unleavened bread, and they did eat. And when Abraham saw that the man blessed not God, he said unto him, "Wherefore dost thou not worship the most high God, Creator of Heaven and Earth?" And the man answered and said, "I do not worship thy God, neither do I call upon his name; for I have made to myself a god, which abideth always in my house, and provideth me with all things."

3. And Abraham's zeal was kindled against the man, and he arose, and fell upon him, and drove him forth, with blows, into the wilderness. And God called unto Abraham, saying, "Abraham, where is the stranger?" And Abraham answered and said, "Lord, he would not worship thee, neither would he call upon thy name; therefore have I driven him out from before my face into the wilderness."

4. And God said, "Have I borne with him these hundred and ninety and eight years, and nourished him, and clothed him, notwithstanding his rebellion against me; and couldst not thou, who art thyself a sinner, bear with him one night?"

(Lesson 35.) ARITHMETIC.

Tare and Tret.

CASE 3. *When the Tare is a given rate per cwt.*

RULE 1. Find the even parts of a cwt. contained in the tare.

2. Subtract the amount of the results from the gross weight, and the remainder will be the neat weight. Thus:

1. What is the neat wt. of 12 bbls., each 7 cwt. 1 qr. 10 lbs.;—tare 16 lbs. a cwt.?

7 - 1 - 10×12=88 - 0 - 8, gross wt. And 16 lbs.=$\frac{1}{7}$ of a cwt. 88 - 0 - 8÷$\frac{1}{7}$=12 - 2 - 9, Tare; and 88 - 0 - 8—12 - 2 - 9=75 1 - 27, neat. *Ans.*

2. What is the neat wt. of 83 cwt. 3 qrs. gross; tare, 20 lbs. a cwt.? Ans. 68 cwt. 3 qrs. 5 lbs.

3. What is the neat wt. of 9 hhds., each 8 cwt. 3 qrs. 14 lbs.; tare, 16 lbs. per cwt.? Ans. 68 cwt. 1 qr. 24 lbs.

CASE 4. *When Tret is allowed with the Tare.*

RULE. 1. Find the tare, and subtract it from the gross wt.

2. Divide the suttle by 26; the quotient will be the tret, which subtract from the suttle; the remainder will be the neat weight. Thus:

1. What is the neat wt. of 10 cwt. 2 qrs. 24 lbs. gross, tare 14 lbs. a cwt., and tret, 4 lbs. for each 104 lbs.?
14 lbs. = $\frac{1}{8}$ of a cwt., and 10 - 2 - 24 ÷ 8 = 1 - 1 - 10, tare.
10 - 2 - 24—1 - 1 - 10 = 9 - 1 - 14, suttle wt. And
9 - 1 - 14 ÷ 26 = 0 - 1 - 12½, tret; and 9 - 1 - 14—0 - 1 - 12½ = 9 - 0 - 1½, *Ans.*

NOTE. Dividing the suttle by 26, is the same as multiplying the suttle by 4, and dividing the product by 104; for, 104 ÷ 4 = 26.

2. In 27 bags of Coffee, each 2 cwt. 3 qrs. 17 lbs. gross; tare 13 lbs. a cwt., and tret, 4 lbs. for each 104 lbs.; what is the neat wt.?
Ans. 66 . 2 . 11.

(Lesson 36.) PUNCTUATION.

Application of the period.

NOTE 1. The Period is used at the close of a sentence, and after abbreviations.

RULE. When a sentence is complete, and not connected in construction with what follows it, it is marked with a period.

Thus: The absence of evil, is a real good. Content is not the portion of mortals. Fear God. Honour the aged.

OBS. *The Period is inserted after initials and abbreviations.*

Thus: M. S. Manuscript; P. S. Postscript; N. B. Nota-bene; O. S. Old Style; N. S. New Style; A. M. Forenoon; P. M. Afternoon; N. Y. New-York; Phila. Jan'y. 13, A. D. 1828. Aug't. Oct. Nov. Dec. Rev. Doc. Dr. Cr. Philip III. King of Spain. Geo. IV. King of G. B. St. Matthew, &c.

Use of Capital Letters.

NOTE 2. In writing, Capital Letters are used in the following cases:

1. The first word of every book, chapter, note, or other piece of writing.
2. The first word after a period; and also, an independent interrogation and exclamation.
3. The names and appellations used for Deity.
4. Proper names of persons, places, streets, rivers, mountains, &c.
5. Adjectives from the names of nations, as Englishman, Frenchman, &c.
6. The first word of a quotation; also, after an example.
7. Every noun and principal word in the title of a book.
8. The first word of every line in poetry.
9. The pronoun, I, and the interjection, O.

(Lesson 37.) SPELLING.

plough boy	*plôû′bŏē*	sour ness	*sôûr′nĕs*
poig nant	*pŏĭ′nănt*	south ern	*sôûth′ŭrn*
point er	*pŏĭnt′ŭr*	spoil er	*spŏĭl′ŭr*
point less	*pŏĭnt′lĕs*	spou sal	*spôû′zăl*
poi son	*pŏĭ′s'n*	stout ly	*stôût′lē*
pow der	*pôû′dŭr*	stout ness	*stôût′nĕs*
pow er	*pôû′ŭr*	tow el	*tôû′ĭl*
proud ly	*prôûd′lē*	tow er	*tôû′ŭr*
prow es	*prôû′ĕs*	town ship	*tôûn′shĭp*
prowl er	*prôûl′ŭr*	toy shop	*tŏĕ′shŏp*
rould ly	*rôûnd′lē*	trow el	*trôĭ′ĭl*
row el	*rôû′ĭl*	void ness	*vŏĭd′nĕs*
roy al	*rŏĕ′ăl*	vouch er	*vôûtsh′ŭr*
sound ly	*sôûnd′lē*	vow el	*vôû′ĭl*
sour ly	*sôûr′lē*	voy age	*vŏĕ′ăge*

Accent on the second Syllable.

out ask	*ôût ăsk′*	out roar	*ôût rōre′*
out fly	*ôût flī′*	out sail	*ôût sāle′*
out frown	*ôût frôûn′*	out talk	*ôût tâwk′*
out give	*ôût gĭv′*	out weat	*ôût wāre′*
out grow	*ôût grō′*	out walk	*ôût wâwk′*
out leap	*ôût lēpe′*	out weigh	*ôût wā′*
out live	*ôût lĭv′*	out work	*ôût wŭrk′*
out pace	*ôût pāse′*	south east	*sôûth ēēst′*

(Lesson 38.) READING.

The Mother.

Woman's charms are confessedly many′ and powerful\. The expanding rose′, just bursting into beauty′, has an irresistible bewitchingness\;—the blooming bride′, led triumphantly to the hymeneal altar′, awakens admiration\ and interest′, and the blush of her cheek fills each beholder with delight\:—But the charm of *maternity*′ is more bewitching\, more delightful′, more sublime than either\. Heaven has implanted in the *mother's face*′, something beyond *this* world′; something that claims kindred with the skies\:—the angelic smile\, tender look\, the wakeful′, watchful eye′, which keeps its fond vigils over her slumbering babe\. These are objects which neither the pencil\ nor the chisel′, can portray\; which the finest strains of poetry′ cannot exalt\; which the most eloquent tongue cannot eulogize′, and the description of which baffles the most daring fancy\. In the heart of *man* only′, lies this lovely picture\; it lives in its sympathies\; it reigns in his affections′, and his eyes rove in vain to earth's farther limit′, and nature's utmost bounds, for such another object\. Maternity′, extatic sound′, is so twined about our hearts′, that they must cease to throb before we lose its influence\; it is our first love\; it is our religion\. Nature has set the *mother* upon her most holy

pinnacle; to her we lift our infant eyes and arms; around her we rally in all our youthful trials; to her we cling in manhood's riper day, and before her we bow in life's declining shade. He who can behold the tender babe feeding on its mother's beauty—nourished by the tide of life, which flows at bidding through her generous veins, without a panting bosom and a moistened eye, is not a *man*, but a *monster*. He who can approach the cradle of sleeping innocence, without thinking that, 'Of such is the kingdom of heaven,' or see the fond mother hang over its beauties, and half restrain her breath, lest she break its slumbers, without emotions of veneration, beyond common feeling and the power of utterance, should be avoided in every walk of life: He is fit only for the shades of darkness, and the solitude of the wilderness.

(Lesson 39.) ARITHMETIC.

Practical Exercises in Tare and Tret.

1. What is the neat weight of 4 hhds. sugar, each 7 cwt. 3 qrs. 14 lbs. gross, tare 20 lbs. a cwt? *Ans.* 25 cwt. 3 qrs. 14 lbs.

2. What is the neat weight and value of 10 hhds. tobacco, each 5 cwt. 1 qr. 13 lbs. gross, tare 16 lbs. a cwt. at $8.75 a cwt.?
Ans. 46 cwt. $402.50.

3. At 23½ cents a lb. what cost 13 bags of coffee, 27 cwt. 3 qrs. 22 lbs. gross, tare 3 qrs. 14 lbs.? *Ans.* $712.52.

4. A. bought 15 hhds. sugar, each 5 cwt. 2 qrs. 19 lbs. gross, tare 2 qrs. 25 lbs. a hhd.; what is the neat weight and cost, at $6.75 a cwt.? *Ans.* 74 cwt. 0 qrs. 22 lbs. $500.82.

5. What cost 24 casks prunes, each 1 cwt. 1 qr. 23 lbs. gross, tare 18 lbs. a cask, at $5.17½ a cwt.? *Ans.* $160.774.

6. B. bought 15 bags of sugar, each 1 cwt. 1 qr. 13 lbs. gross, tare 22 lbs. a bag, at $9.64 a cwt.; what did they cost?
Ans. $169.18.

Promiscuous Exercises in Arithmetic.

1. B. sold $204 worth of wheat in 5 years, at 60 cents a bushel; what is it worth a bushel, when he sells $1000 in 18 years, and the same quantity yearly? *Ans.* $0.816.

2. A.'s horse and saddle are worth 18 guineas, but his horse is worth 6 times as much as his saddle; what is the price of his horse? *Ans.* $70.

(Lesson 40.) PUNCTUATION.

Promiscuous Exercises in Punctuation.

The passions are the chief destroyers of our peace the storms and tempests of the moral world modesty is an ornament to youth a presage of rising greatness a metaphor is a comparison expressed in an abridged form without words that indicate a comparison as to the upright arises light in darkness there is no mortal truly wise and restless at the same time wisdom is the repose of minds the letter concludes with this remark though i am innocent of the charge and have been wronged yet i forgive my ene-

mies and die in peace with all men feeding the hungry clothing the naked and comforting the afflicted give more real pleasure than all the vanities of the gay world we ruin the happiness of life by raising it too high peace and content not bliss and transport may be the lot of man perfect happiness is reserved for heaven idleness is the great promoter of all corruptions in the human heart the mixture of evil in human society serves to exercise the virtue of the wise and good gentleness is in truth the great avenue to mutual enjoyment charity like the sun brightens all its objects trials in this stage of being are the lot of man no assumed behaviour can always hide the real character the best of men often experience disappointments the friend of order has made half his way to virtue all finery is a sign of littleness too many of the pretended friendships of youth are mere combinations in pleasure advice should be seasonably and affectionately administered.

(Lesson 41.) SPELLING.

Words of three or more syllables, alike in spelling, but different in sound and application.

at tri bute, ăt'trĭ būte, a quality.
at trib ute, ăt trĭb'ūte, to ascribe to.
court te sy, kŭr'tē sē, a civility.
cour te sy, kŭrt'sē, act of reverence.
em pi ric, ĕm'pē rĭk, a quack.
em pir ic, ĕm pĭr'ĭk, apt in experiments.
in ter dict, ĭn'tĕr dĭkt, a prohibition.
in ter dict, ĭn tĕr dĭkt', to prohibit.
in val id, ĭn văl'ĭd, of no efficacy.
in va lid, ĭn vā lēēd', weakly sickness.
i ron y, ī'ŭrn ē, made of iron.
i ron y, ī'rŭn ē, a figure of speech.
mis con duct, mĭs kŏn'dŭkt, ill behaviour.
mis con duct, mĭs kŏn dŭkt', to misbehave.
mod er ate, mŏd'dĕr ăt, temperate.
mod er ate, mŏd dĕr āte', to regulate.
o ver flow, ō'vŭr flō, an inundation.
o ver flow, ō vŭr flō', to inundate.
pre ce dent, prĕs'sē dĕnt, an example.
pre se dent, prē'sē dĕnt, going before.
pre cip i tate, prē sĭp'pē tāte, to throw headlong,
pre cip i tate, prē sĭp'pē tăt, corrosive medicine.
pre con tract, prē cŏn'trăkt, a previous bargain.
pre con tract, prē kŏn trăkt', to bargain previously,
pred i cate, prĕd'dē kāte, to declare.
pred i cate, prĕd'dē kăt, what is declared.
prem is es, prĕm'ĭs ĭz, houses or lands.
pre mis es, prē mĭs'ĕz, explains beforehand.
re gen er ate, rē jĕn'ĕr ăt, new born by grace.
re gen er ate, rē jĕn'ĕr āte, to reproduce.
schis mat ic, sĭz măt'ĭk, implying a schism.
schis mat ic, sĭz'mă tĭk, a separatist.
sep ar ate, sĕp'păr āte, to part.

sep ar ate, sĕp′păr ăt, divide
sep ul chre, sĕp′pŭl kr, a grave.
se pul chre, sē pŭl′kr, to bury.
sub li mate, sŭb′lē māte, to raise by heat.
sub li mate, sŭb′lē māt, a preparation of mercury.
ex er cise, ĕks′ĕr sīze, employment.
ex ĕr cise, ĕks′ĕr sīze, to employ.

(Lesson 42.) READING.

The Perfect Speaker.

"Imagine to yourselves, a Demosthenes′, addressing the most illustrious assembly in the world′, upon a subject′, upon which the most illustrious nations depended\.—How awful such a meeting\! How vast the subject\! Is man possessed of talents adequate to the occasion′? Adequate′?—Yes\; superior\. By the powers of his eloquence′, the grandeur of the assembly is *lost* in the magnitude of the subject\; and even this is sometimes sunk in the majesty of the orator′, and the admiration of his talents\. With what force of arguments, with what powers of fancy\, with what emotions of the soul′, does he assault and subjugate the whole man\! At once he captivates his reason\, his imagination′, and his passions\.

To effect this′, requires the utmost effort of the most improved state of human nature\. Not a faculty which he possesses′, lies unemployed′, but is exerted to its highest pitch\. All his *internal* powers are at work\; all his *external* testify their energies\; within′, the memory′, the fancy\, the judgment\, and the passions′, are all busy\; without′, every muscle\, every nerve′, is exerted\; not a feature\, nor a look\, nor a limb′, but what speaks\. The organs of the body′, attuned to the exertions of the mind′, through the kindred organs of the audience′, instantaneously vibrate′, as with an electrical spirit′, all those energies from soul to soul\.

Notwithstanding the diversity of minds\, feelings\, and opinions in such a multitude′, by the lightning of eloquence′, they are resolved into one mass\. The whole assembly′, actuated by one and the same emotion′, becomes but one man′, and has but one voice\. The universal cry is′, let us march against Philip\;—let us fight for our liberties\;—let us conquer′,—or die\!

(Lesson 43.) ARITHMETIC.

Promiscuous Exercises in Arithmetic.

3. B. sold 72cwt. 2 qrs. 16 lbs. coffee; tare 16 lbs. per cwt., tret, 4lbs. per 104lbs., at $14.875 per cwt., and discounted $21.50 for prompt pay; what did he receive? *Ans.* $1056.125.

4. If 6 men build a wall 20ft. long, 6ft. high, and 4ft. thick, in 16 days, in what time will 24 men build one 200ft. long, 8ft. high, and 6 thick? *Ans.* 80 days.

5. Find the cost of 76yds. of cloth, at £3 - 2 - 7 a yd. N. E. money, reduced to federal money? *Ans.* $792.72.

6. A. hired 2 men and a boy to plant his field; one of the men

could plant it in 12 days, the other in 15 days, and the boy in 27 days; in what time should they all plant it? *Ans.* 5¼+days.

7. B. bought 270 quintals of fish for $780, paid freight $37.70, paid duties and other charges, $30.60; at what rate must he sell it per quintal, to gain $143 on the whole? *Ans.* $3.671.

8. B. lent A. $292 for 6 months; how long must A. let B. have $803.10 to requite the favour. *Ans.* 2mo. 5 da.

9. If a quarter of wheat yield 60 ten-penny loaves, how many eight-penny loaves should it yield? *Ans.* 75.

10. How many yards of carpeting, 18 inches wide, will cover a floor 18 feet wide and 30 feet long? *Ans.* 120 yds.

(Lesson 44.) PUNCTUATION.

Promiscuous Exercises in Pointing, and in the use of Capital Letters.

the summit of mount sinai.

I seek the mountain cleft alone
I seem in this sequester'd place
Not so i meet unseen yet known
My maker face to face
My heart perceives his presence nigh
And hears his voice proclaim
While bright his glory passes by
His noblest name

Love is that name for god is love
Here where unbuilt by mortal hands
Mountains below and heaven above
His awful temple stands
I worship lord though i am dust
And ashes in thy sight
Be thou my strength in thee i trust
Be thou my light

Hither of old the almighty came
Clouds were his car his steeds the wind
Before him went devouring flame
And thunder rolled behind
At his approach the mountains reeled
Like vessels to and fro
Earth heaving like a sea revealed
The gulfs below

Borne through the wilderness in wrath
He seemed in power alone a god
But blessings followed in his path
For mercy seized his rod
He smote the rock and as he passed
Forth gushed a living stream
The fire the earthquake and the blast
Fled as a dream

NOTE 1. This subject will be reviewed at the close of the 3d Part.

NOTE 2. In the foregoing exercises in pointing, the pupil should transcribe the whole upon a slate, and refer to the respective rules as authority. In fact, reference should be had in all the exercises to some kind of authority, and most of the pupil's recitations should be to answer the whys and wherefores of his teacher. Faithfulness in this respect constitutes the great art of teaching.

A concise and equitable Mode of Assessing Town Taxes.

NOTE 1. A Tax is a species of premium which every honest man will pay with cheerfulness, because it goes to support the government under which he lives; and which, in return, secures to him the safety of his life, liberty and property, and the privilege of pursuing happiness:—But the sum levied should always be proportionate to the amount of property possessed by the subject taxed.

NOTE 2. The legally appointed appraiser furnishes an inventory of all the taxable property, real and personal, and the number of taxable polls or heads within the town. Then, in order to find what each dollar of the appraised property is liable to pay toward a given tax, adopt the following

RULE. Say—As the total value of the inventory
Is to one dollar;
So is the amount of the given tax
To the rate on each dollar. Thus:—

1. Suppose the town of Utica levy a tax upon the inhabitants of $2783.72, and the value of her inventoried property amounts to $69568; what must each dollar pay toward the tax?

Ans. 4cts.

As $69,568 : $1 :: $2782.72 : .04.
For 2782.72×1÷69568=.04 *Ans.*
And as .04 : 1 :: 2782.72 : $69,568. *Proof.*

2. Suppose New Hartford lay a tax of $1256, and the value of her inventoried property amount to $62800; what will one dollar pay? *Ans.* .02 cts.

Having found what each dollar of the assessed property will pay toward the tax, form a *Table*, by multiplying the value on one dollar by 2, 3, 4, 5, &c. Thus:—

Table 1.	$1	pays .04 cts.	$20	pay 80cts.	$200	pay	$8
	2	" .08	30	" 1.20	300	"	12
	3	" .12	40	" 1.60	400	"	16
	4	" .16	50	" 2.00	500	"	20
	5	" .20	60	" 2.40	600	"	24
	6	" .24	70	" 2.80	700	"	28
	7	" .28	80	" 3.20	800	"	32
	8	" .32	90	" 3.60	900	"	36
	9	" .36	100	" 4.00	1000	"	40
	10	" .40					

Now, suppose A. B.'s estate is appraised at $856; what is his tax?

$800 pay $32
50 " 2
6 " .24
——
$34.24 *Ans.*

It often happens that a part of the assessed tax is averaged upon the

polls, or taxable heads, belonging to the town; in such a case adopt the following

RULE. Subtract the average upon the polls from the amount assessed, and work as above. Thus:—

Suppose the State of New-York lay a tax on her citizens of $150,000, of which the town of Troy is to pay $3250.72. Of this tax, the polls, 624 in number, are to pay .75 each, and the amount of property inventoried is $69,568; what will one dollar pay?

As 1 poll . 624 polls : : .75 : $468. The average poll tax; and
3250.72—468 2782.72. Then
As $69,568 : 1 : : 2782 , .01 *Ans.*

Suppose the town of Rome has a State tax of $2200 to pay, and her polls are 360 in number, each of whom pays $1.25, while her total inventory amounts to but $72,000; what part will the polls pay, and what will each inventoried dollar pay?

Ans. Poll tax $450, and each dollar pays 2½ cts. nearly.

NOTE 3. A Table is also made, which exhibits each man's proportional share of the assessed tax, as found on his real estate, his personal property, and the polls of his house; and likewise the total amount. Thus:—

Suppose the State tax to be $150,000, and the town of Troy to pay $3250,72 of it; her total inventory to amount to $69,568; her number of rateable polls to be 624, each paying .75; what is A. B.'s tax, who is inventoried as follows—real estate, $856; personal estate $103; number of polls 4?

As 1 : 624 : : .75 : $468. The poll tax; and
3250.72—468 2782.72. Then,
As 69,568 : 1 : : 2782.72 : .04 amount on each dollar.

Finally, A. B.'s tax, $800 pay $32
50 " " 2
6 " .24
——34.24
100 " 4
3 " .12
4 polls, at .75 each, 3
—— 7.12

Ans. $41.36

Table 2.

Real Estate.	Personal Estate.	Poll Tax.	Total Amount.
$31.24	$4.12	$3	$41.36

Questions on the twenty-fifth Chapter.

Arithmetical Exercises.

LESSON 3.

1. To what does this lesson relate?
2. What is Practice?
3. What the parts of a penny
4. What the parts of a shilling?
5. What the parts of a £?
6. What the parts of a $?
7. What the parts of a cwt.?
8. What is the first case?
9. What is the rule, &c.?

10. What is the first note in relation?
11. What of the second note, &c.?

LESSON 7.

1. What is the second case?
2. What is the first step for stating?
3. What is the second step?
4. What of the note?

LESSON 11.

1. What is the third case?
2. What is the rule, &c.?
3. How is it illustrated?

LESSON 15.

1. What of the fourth case?
2. What is the rule for stating?
3. How is it illustrated?

LESSON 19.

1. What is the fifth case?
2. The rule for stating?
3. Explain by an example.

LESSON 23.

1. What are the provisions of the sixth case?
2. The first step for stating?
3. The second step for stating?
4. Explain by an example?

LESSON 31.

1. What the subject of this lesson?
2. What is tare and tret?
3. How are they distinguished?
4. What is gross weight?
5. What suttle? What neat?
6. What is the first case, and rule
7. What is the second case, an rule?

LESSON 35.

1. What of third case, and rule?
2. What of case fourth and rule?
3. What of the note, &c.?

Grammatical Exercises.

LESSON 4.

1. Of what does this lesson treat?
2. What is punctuation?
3. What are the marks, and where found?
4. What the first rule for the comma?
5. What of the note in relation?
6. What of the observation?

LESSON 8.

1. What the second rule for the comma?
2. What of the note in relation?
3. What of the first observation?
4. What of the second observation
5. What of the third observation

LESSON 12.

1. The third rule for using the comma?
2. What of the first observation?
3. What of the second observation?
4. What of the third observation?

LESSON 16.

1. What the fourth rule in punctuation?
2. The first observation? The second observation?
3. The third observation? The 4th observation

LESSON 20.

1. To what does this lesson refer?
2. What of the first note in relation?
3. What is the first rule for the semicolon?
4. What of the second note?

LESSON 24.

1. To what does this lesson refer?
2. The use of the colon, &c.?
3. The rule in relation?
4. The first observation? The second observation?

LESSON 28.

1. What the reference of this lesson?
2. What of the note in relation?
3. What of the rule in relation?
4. What of the observation?
5. What of the second note in relation?
6. Relate the rule in relation?
7. What of the subjoined observation?

LESSON 32.

1. To what does this lesson refer?
2. What of the note in relation?
3. What is the rule in relation?
4. What of the first observation?
5. Relate the second note in relation?
6. What is the rule in relation?
7. Relate the third note in relation?

LESSON 36.

1. To what does this lesson refer?
2. The rule in relation to the period?
3. What of the observation?
4. Relate the first case for the use of capitals.
5. The second case. The third case. The fourth case.
6. The fifth case. The sixth case. The seventh case. The eighth case. The ninth case.

APPENDIX.

ELEMENTS OF GEOGRAPHY.

This Appendix contains a few of the outlines of general Geography, with a number of small maps, delineating the parts described. The exercises are brief, and designed for the good scholar, as a ninth lesson, after he shall have successfully accomplished his eight daily recitations, regularly assigned in this part of his studies.

SECTION I.

(Lesson 1.) THE EARTH.

1. Geography is that branch of study which describes the *earth*;—the globe on which we live. The earth is round, like a ball. A line through its centre would reach nearly 8,000 English miles; and a line round it, nearly 25,000; and its mean density is 4½ times that of water.

2. The earth is nearly 95,000,000 of miles from the sun, the cause of light and heat. It revolves round that luminary once in each year, which occasions the seasons; and it turns upon its own axis every 24 hours, which causes the change of day and night.

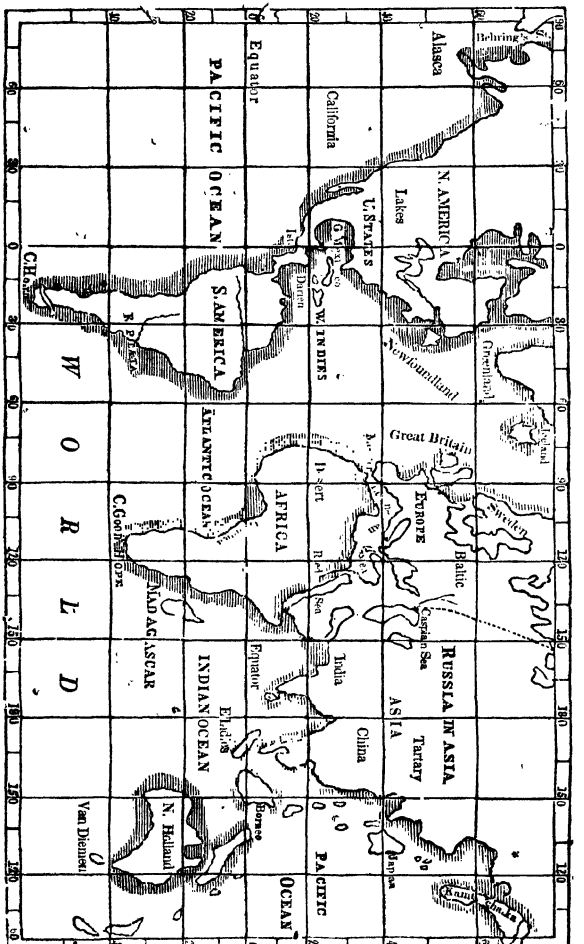
3. The earth is known to be globular, from its having been repeatedly sailed round;—and, for the first time, by *F. Magellan's* fleet, in 1519. The component parts of the earth are land and water; and these parts, taken at the surface, are about 2 of the latter to 1 of the former.

4. To aid in the location of places and the description of the earth's surface, the *natural* divisions, both of land and water, are designated by different names. Those of the land, are *continents*, *islands*, *isthmuses*, *peninsulas*, *capes*, and *mountains*;—and those of the water, are *oceans*, *seas*, *lakes*, *rivers*, *gulfs* or *bays*, *havens* or *harbours*, *friths* or *estuaries*, *straits*, *creeks*, *channels*, and *roads*.

NOTE.—The pupil will bear in mind, that the land, though seen in parts, is in one united body; and that the several divisions of water constitutes one great connected ocean.

Questions on the above Lesson.

1. What is Geography?
2. What the earth's form?
3. Its diameter? Circumference?
4. Its density? Its distance from the sun?
5. Its annual revolution and effects?
6. Its daily revolution, and effects?
7. How known to be round?
8. When, and by whom first sailed round?
9. What the component parts?
10. The proportions at the surface?
11. What the divisions of land?
12. What those of water?
13. Why these distinctions?
14. What infer from the note?


Behring's
Alasca
California
N. AMERICA
Lakes
U. STATES
G. Mexico
Darien
W. INDIES
Newfoundland
Greenland
Iceland
Great Britain
EUROPE
Sweden
Baltic
Caspian Sea
RUSSIA IN ASIA
Tartary
ASIA
China
Japan
Kamchatka
PACIFIC OCEAN
Equator
S. AMERICA
C. Horn
ATLANTIC OCEAN
AFRICA
Desert
Red Sea
India
Equator
INDIAN OCEAN
Borneo
N. Holland
Van Diemen
C. Good Hope
MADAGASCAR
W O R L D

(Lesson 2.) THE EARTH.

The divisions of land.

1. *Continents.* A continent is a large tract of country not separated by water. There are *three* continents; the *eastern*, the *western*, and the *southern*. The eastern continent contains Europe, Asia, and Africa; the western, North and South America; and the southern, New Holland and the adjoining islands. [See map.]

2. *Islands.* An island is a portion of land surrounded by water; as, the island of *Cuba*.

3. *Isthmuses.* An isthmus is a narrow neck of land, joining two large portions of the earth's surface; as, the isthmus of *Darien'*.

4. *Peninsulas.* A peninsula is a tract of land mostly surrounded by water; as, *South America*.

5. *Capes.* A cape is a point of land extending into the sea; as, Cape *Horn*.

6. *Mountains.* A mountain is a high elevation of land, rising toward the clouds; as, the *Andes*.

The divisions of water.

7. *Oceans.* An ocean is a large extent of water, no where separated by land. There are *three* oceans; the *Atlantic*, the *Pacific*, and the *Indian* oceans. The Atlantic lies between America and Europe; the Pacific, between America and Asia; the Indian, between Asia and New-Holland. [See map.]

8. *Seas.* A sea is a less extent of water, partially surrounded by land; as the *Mediterranean* sea.

9. *Lakes.* A lake is a portion of water surrounded by land; as, lake *Superiour*.

10. *Rivers.* A river is a large stream of water passing through the country and falling into the ocean; as the *Mississippi*.

11. *Gulfs.* A gulf, or bay, is a portion of water, less than a sea, and partly inclosed by land; as, the *Bay of Biscay*.

12. *Havens.* A haven, or harbour, is a small bay, near the land, where ships ride at anchor; as, *New-York Harbour*.

13. *Friths.* A frith, or estuary, is the wide outlet of a river where it falls into the ocean; as, the *River of Plate*.

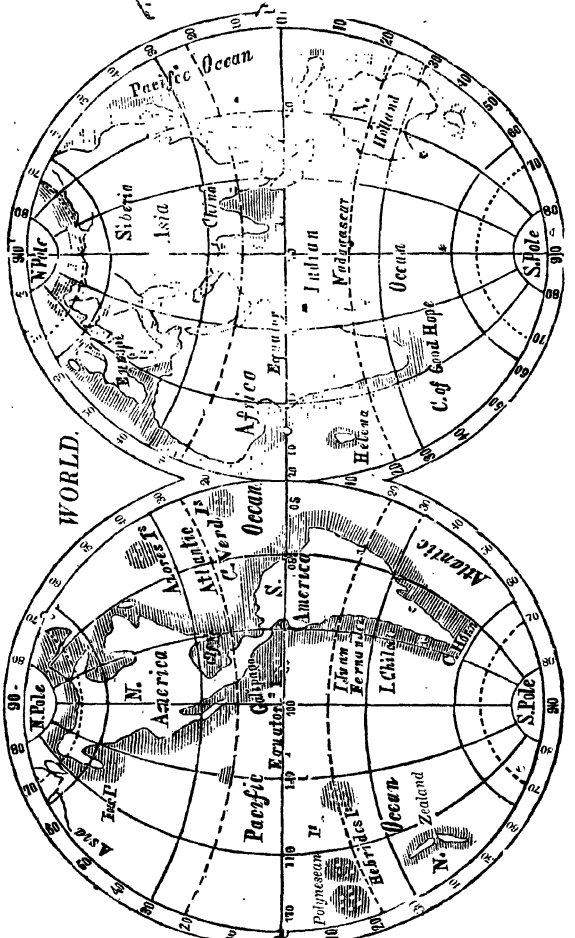
14. *Channels.* A channel is a navigable passage of water between two bodies of land; as, the *British Channel*.

15. *Straits.* A strait is a navigable passage of water, less than a channel; as, the *Strait of Magellan*.

16. *Creeks.* A creek is a kind of small bay, running up into the land; every portion of the sea coast is full of creeks.

17. *Roads.* A road is a place of anchorage, distant from land, where vessels lie when waiting for wind or tide.

18. *Coasts.* A coast is the region of water bounding the land, and a shore is the land joining the water.


WORLD.
Pacific Ocean
Siberia
Asia
China
Indian
Madagascar
Ocean
Holland
N. Pole
S. Pole
Europe
Africa
Equator
Helena
C. of Good Hope
Azores Is
Atlantic
C. Verd. Is
Ocean
S.
America
Atlantic
N.
America
Galapago
Equator
Juan Fernandez
L. Chili
C. Horn
N. Pole
S. Pole
Pacific
Ocean
Zealand
N.
Hebrides Is
Polynesean
Asia
Fuc. Is

Questions on the above Lesson:

1. What is a Continent?
2. How many and what?
3. What an Island? Examp
4. What an Isthmus, &c.?
5. What a Peninsula, &c.?
6. What a Cape, &c.?
7. What a Mountain?
8. What an Ocean?
9. How many and where?
10. What a Sea? Example?
11. What a Lake, &c.?
12. What a River, &c.?
13. What a Gulf?
14. What an Harbour?
15. A Frith or Estuary?
... A Channel? A Creek?
... A Road, &c.?
18. How are Shore and Coast applied?

(Lesson 3.) OF MAPS.

1. A map is a correct picture of the earth's surface, or some part of it, delineated upon paper. It should represent the divisions of land and water, in their relative proportions and situations; and exhibit the kingdoms, cities, mountains, rivers, &c. of the earth.

2. A map of the world has all the circles usually drawn upon an *artificial globe*. They are of two kinds, *great circles* and *small circles*. The great circles divide the map into equal parts; they are the *equator*, *ecliptic*, *horizon*, and *meridian*. The small circles divide the map into unequal parts; they are the *tropics* and the *polar circles*. To the above circles may be added the parallels of *latitude*, and the circles of *longitude*.

3. The principal divisions of the mariner's compass are transferred to the margin of the map; the cardinal points of which are *east*, *west*, *north* and *south*.

4. In general, the *top* of the map is north; the *foot*, south; the *right hand*, east; and the *left hand*, west.

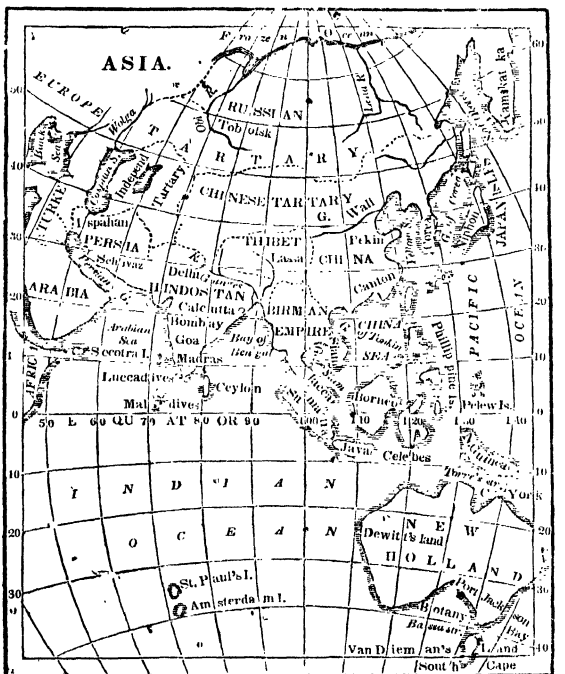
5. *Latitude* is the distance of places from the circle of the equator, counted in degrees and minutes, north or south. When the figures on the map increase toward the top, the latitude is *north;* when they increase toward the foot, the latitude is *south:* —but, in no case, can it extend beyond 90 degrees.

6. *Longitude* is the distance of places from a given meridian, east or west. If the figures increase toward the right hand, the longitude is *east;* but if they increase toward the left, the longitude is *west;*—but can never be above 180 degrees. Observe that latitude is counted on the sides of the map, and longitude, at the top and foot, or on the equator.

7. The foregoing circles, though merely imaginary, divide the earth's surface into 5 zones. To wit: two frigid, two temperate, and one torrid; all of which will be seen by a single inspection of the map.

Questions on the above Lesson.

1. What a map? What represent?
2. Exhibit? The circles?
3. Divisions by the circles?
4. The compass, and cardinal points?
5. Point out the large circles.
6. Find the small ones.
7. What is latitude? How distinguished?
8. What is longitude? How known?
9. What tropics? What zones?
10. Point out the cardinal points.
11. Find 90° from the equator.


ASIA.
EUROPE
Wolga
Ob R.
Lena R.
RUSSIAN
Tobolsk
TARTARY
Tartary
Independ.
CHINESE TARTARY
G. Wall
Kamtkatka
JAPAN
Corea
Nankin
Yellow
Corea
Kamtkatka
TURKEY
Ispahan
PERSIA
Schiraz
Persian G.
ARABIA
Delhi
HINDOSTAN
Calcutta
Bombay
Goa
Madras
Arabian Sea
Socotra I.
Luccadives
Ceylon
Maldives
Bay of Bengal
THIBET
Lassa
CHINA
Pekin
Canton
BIRMAN
EMPIRE
CHINA
Tonkin
SEA
Siam
Bangkok
Sumatra
Borneo
Java
Celebes
Pulilippine Is.
Pelew Is.
PACIFIC
OCEAN
AFRIC
50 E 60 QU 70 AT 80 OR 90
100
110
120
130
140
INDIAN
OCEAN
NEW
HOLLAND
Dewitt's land
Torres str.
Guinea
C. York
St. Paul's I.
Amsterdam I.
Botany
Port Jackson
Bay
Van Diemen's Land
South Cape

12. Find 90° from the meridian of London.
13. What course from America to Europe?
14. *From* Europe to Asia?
15. From America to Africa?
16. From Europe to New-Holland?
17. From the Atlantic to the Pacific?
18. Thence to the Indian ocean?
19. Thence to Cape Horn?
20. Thence to Cape of Good Hope?
21. Thence to New-York?
22. Thence to River of Plate?
23. Thence to Mediterranean Sea?
24. Thence to Cuba?
25. Thence to Caspian Sea?

SECTION II.

(Lesson 1.) ELEMENTS OF GEOGRAPHY.

The Eastern Continent.

1. The *Eastern* Continent has the following grand divisions: *Asia*, *Africa*, and *Europe*.

The Divisions of Asia.

2. Asia is the oldest settled part of the earth; the birthplace of the human family; the residence of Noah, after the flood, the scene of the labours and sufferings of Christ; the field of modern missions; and a rich, populous, and interesting country.

3. It is divided into the following kingdoms:—The Japan' Islands, Chi'na, Bir'mun Empire, In'dia, Per'sia, Ara'bia, Asiatic Tur'key, and Great Tar'tary. To these may be added numerous islands; the largest of which are Bor'neo, Sumá'tra, Ja'va, Cey'lon, Cy'prus, Can'dia, and Rhodes.

Empire of Japan.

4. This Empire consists of a cluster of islands, lying east of Asia, the largest of which is *Niph'on*. The country is divided into 70 provinces; and the government is monarchial, and of high antiquity.

5. *Soil and Climate.* The soil of these islands is rich, and produces rice, wheat, barley, the best of teas, fine cedars, and great quantities of gold. The climate is healthy; the water good; and the inhabitants live to a great age.

6. *Character.* The Japanese are a lively, ingenious people; they have many singular customs. Their drinks are all hot; they uncover their feet to show respect; black teeth are the most fashionable, and they mount their small beautiful horses on the left side.

7. *Religion.* In Japan there are two religious sects, and both pagan; one enjoins the most painful severities, and the other allows the most voluptuous indulgences;—both *believe* they are right.

8. *Learning.* The language of this people is so peculiar, that it is understood by no other nation. The arts and sciences are highly esteemed and cultivated, and they have public schools, some of which are attended by 3 or 4 thousand pupils.

9. *Trade.* This nation formerly traded with most of the other

nations of the continent; but now, only with Jed'do and the Dutch. They have some manufactories, and temper steel and cure teas better than any other nation in the world. In some of their habits they resemble the Turks; they sit and lie on mats and carpets, but are by no means indolent.

10. *History.* The Portuguese discovered this country about 1500 A. D., and found a people polished, industrious, and unsuspecting. The Spaniards followed, and carried on a profitable trade with the natives. They sent out a number of monks, to convert the pagans to the Catholic faith; but designed to conquer them.

11. About 1637, they plotted to dethrone the monarch and subvert the government; but were soon subdued by force of arms, and banished the kingdom. The Dutch, who informed the Japanese of the Spanish plot, are the only foreign nation to whom they open their ports.

Questions on the above Lesson.

1. Bound the Eastern Continent.
2. What its grand divisions?
3. Bound Asia. What of it?
4. How divided? Locate the parts.
5. What of Japan, &c.?
6. The soil and climate?
7. What the productions?
8. What their character?
9. What their peculiarities?
10. What of their religions?
11. Their learning and schools?
12. Their trade and arts?
13. Their history? When discovered?
14. The Spanish plot, and result?

(Lesson 2.) CHINESE EMPIRE.

1. China is a large, rich, populous, and ancient kingdom; it is supposed to have been first settled by Noah or his immediate descendants. It has been little visited by modern nations, until within the last three hundred years.

2. *Soil and Climate.* The soil of China is productive in all the necessaries of life, and in many of its luxuries. The people are clothed with silk and cotton; fed on rice; supplied with light from the tallow-tree; and have the tea-plant in all its varieties.

3. *Character.* The Chinese have round faces, small black eyes, blunt nose, and large lips. The females roll the leaves of the tea plant, and are seldom seen in the streets. They are fond of small feet, and a tuft of hair on the crown of their heads.

4. *Religion.* The people have no sabbath, no stated time of devotion, but they have temples which are open every day; and in some of these are images. They have a sacred book, called Kings; it contains some moral precepts; but the morals of the people are low.

5. *Learning.* The language of this people consists of only 330 words, all of one syllable; each, however, is pronounced with various modulations, each of which conveys a different sense; this greatly enriches their scanty vocabulary.

6. *Trade.* The Chinese own no ships; they trade to no foreign countries; and they travel but little from their homes. They manufacture, however, for all the world, and in many articles they are surprisingly ingenious. Their great wall is among the pro-

verbial wonders of the world. It is 1500 miles long, 20 feet high, and 15 wide.

7. *Chief Towns.* Pe'kin is the capital. It is 18 miles round; through its walls are 9 gates; its streets are 120 feet wide, and it contains 3,000,000 of souls.

8. *Nan'kin*, the second city, was formerly very large, but latterly fallen to decay. It has a tower 200 feet high, constructed of porcelain.

9. *Can'ton*, the third city, is rich and handsome; the houses but one story, and no windows toward the streets. The common people live in boats, which float upon the waters of the harbour, and form streets.

10. *Rivers.* China is well watered;—the Yellow, Blue, Saka'lin, and Tay, are among the largest rivers; and there are several large bays.

11. *Government.* The government of China is of the monarchical cast; it is the oldest and most permanent known in history. The emperor styles himself the father of his people, and he is held in high respect.

12. *History.* The population of this country consists of two distinct classes, the Tartars and Chinese. The former held the throne until about 1100 A. D. It then changed masters, and was held by the Chinese up to 1641. A revolution then placed the sceptre once more in the hands of the ancient Tartars, who hold it to this day.

Questions on the above Lesson.

1. Bound China. What of it?
2. What its soil, &c.?
3. Character of the nation?
4. Religion of the people?
5. Their sacred book, &c.?
6. Language, how enriched?
7. Trade and manufactures?
8. Dimensions of the great wall?
9. Chief cities, or Pekin, &c.?
10. Nankin and its tower?
11. Canton and its floating houses?
12. The rivers and bays of China?
13. The government of China?
14. History and revolutions of China?

(Lesson 3.) THE BIRMAN EMPIRE.

1. There is a good deal of obscurity in relation to the precise limits of this empire; it appears, however, to be formed of several petty states, not well known to foreign nations.

2. *Soil and Climate.* The soil of this country is said to be extremely fertile, but rather low; the climate, therefore, is not remarkably healthy. The forests are numerous and luxuriant; the *Teek tree* crowns the whole, in that country, as the oak does in this.

3. *Character.* The Birmans are a lively race of people; inquisitive, and impatient. They have no coin among them; but silver, in bullion, and lead, pass for money.

4. *Chief Towns.* These are Pe'gu, A'va, La'os, and Cambodia; some of which are said to be populous cities, but by no means handsome. In Pe'gu the ancients are supposed to have found large quantities of gold, and some writers assert it to be

the golden Chersonesus, or peninsula of King Solomon. The *Gamboge Gum*, comes from Cambo'dia.

5. Ma'lay, or Malac'ca, seems to be a part of this empire; it is divided into several small provinces; as Si'am, Cochin China, &c. The Meinam, or mother of waters, is a noble stream; the trees which adorn its banks are frequently illuminated with swarms of *Fire Flies*.

6. The whole country is noted for its elephants; and those of Si'am for their great beauty and sagacity. Little is known of the government or history of this country. The sea-coast is said to be infested with free-booters, who prey upon foreign commerce.

Questions on the above Lesson.

1. Bound the Birman Empire.
2. What is remarked of it?
3. What the soil and climate?
4. What of the inhabitants?
5. What the chief towns?
6. What of Pegu? Cambodia?
7. What of Malay? Its divisions?
8. What of the Meinam?
9. For what is the country noted?
10. For what is Siam noted?
11. What of the government, &c.?
12. What of the sea-coasts?

(Lesson 4.) BRITISH INDIA.

1. The British possessions in Asia are extensive, rich, and powerful; into the whole of which, British manners, customs, language, and pursuits, have been extensively introduced, and are still spreading.

2. *Soil and Climate.* No part of the world furnishes a more prolific soil, or one which is more abundant or various in its productions. Sugar, rice, cotton, and silks, are among its staple commodities. Its climate is delightful.

3. *Chief Towns.* Calcut'ta is the seat of government, and stands upon the Hoog'la, a river navigable for 100 miles. Madras' (or Fort George) is another large town on the Coroman'del coast. Bombay', Surat', Go'a, are among the residue of large towns.

4. In the conquest and subjugation of this once free and happy country, the English have been surprisingly successful. Their first hold upon the soil originated in a small company of English merchants, who, in 1750, united under the title of the "*English East India Company*," for the purpose of trading to that country.

5. At present the possessions of the British crown include above 40 millions of inhabitants, and a territory comparatively larger than she lost by the memorable struggle to which she rashly forced our forefathers. Those possessions now yield an annual revenue of some millions.

6. It is said, however, that this great accession of territory and wealth, has been acquired at the expense of much national honour, and by means which no christian people would be very ambitious of acknowledging.

Questions on the above Lesson.

1. Bound the British possessions?
2. What is remarked of them?
3. What its soil and climate?
4. Its productions? Calcutta?

5. Madras? The other towns?
6. What of its subjugation?
7. How and when commenced?
8. Present inhabitants, &c.?
9. What the annual revenue?
10. What was exchanged for these?
11. What the means employed?
12. What inferred from these facts?

(Lesson 5.) INDIA.

1. In'dia takes its name from the river In'dus, and the natives are called In'dians. It formerly embraced all the country south of the mountains of Tartary and Thibet, and was variously divided.

2. *Soil and Climate.* The soil of this country produces rice and cotton, and the tropical fruits; the precious metals, diamonds, and pearls. The climate toward the north is healthy, but in the south much rain falls, and many dangerous animals reign.

3. *Character.* The country sustains a dense population;—100 millions of Hindoos, 10 millions of Mahometans, and a great number of Europeans. The Hindoos are divided into casts which do not intermarry, dwell, eat, or drink together.

4. *Religion.* The Hindoos are pagans; the laws, religion, dress, manners, and customs, are directed by the priests, who hold the people in the most servile subjection, and exercise an uncontrolled tyranny over their liberty, lives, and property; and they manage to amass to themselves immense wealth.

5. *Chief Towns.* *Del'hi* is the capital of Hindos'tan Proper; A'gra and Cash'mere are large towns. There are several large rivers, high mountains, and large bays and beautiful islands.

6. *History.* In'dia was little known to the world until the time of Alexander the Great, 330 B. C. Thence to its discovery by the Portuguese, in A. D. 1479, it was known as the Mogul Empire. In 1191, the Mahometans took Del'hi; but were expelled in 1222. In 1700, it was the most powerful and flourishing kingdom of the east; and such was its state when the English found it.

7. The intercourse of the natives with the English, has been to them little else than a war of extermination, during which the conqueror has possessed himself of the best half of the Indies, and a free trade to the whole of them.

Questions on the above Lesson.

1. What of India? Its extent and divisions?
2. The soil? Productions? Climate?
3. The inhabitants? The casts, &c.?
4. The Religion? Priests, &c.?
5. Delhi and chief towns?
6. Rivers, mountains, bays, &c.?
7. History to 330 B. C.?
8. Do. to 1479? Do. to 1222 A. D.?
9. Do. in 1700?
10. Its present state?

(Lesson 6.) PERSIA.

1. *Chief Towns.* Is'pahan is the capital, and one of the finest cities in the world. It is built on a plain inclosed at a distance by high and rugged mountains, and adorned with elegant palaces and beautiful streets. Ormus and Susa are also large and handsome cities.

2. *Soil and Climate.* Persia has high mountains and barren deserts; but there are some spots of very prolific soil. Its fruits are of a fine flavour, and Susa is the valley of lilies.

3. *Curiosities.* A pillar at Ispahan constructed of the skulls of beasts; the tombs of the Persian kings hewn from the solid rock; the remains of Persepolis, a famous temple, and rock oil or naphtha, on the shores of the Caspian, are among the wonders of this ancient country.

4. *Rivers, &c.* The A'ros and Kur are the principal rivers; and the gulfs Ormus and Persian, are the principal bays. The absence of good and sufficient water is proverbial, and yet the climate is, in general, quite healthy.

5. *Government.* The government of Persia is despotic; the crown is hereditary to the exclusion of females. It admits of no titles but such as belong to office, and those are held at the will of the sovereign.

6. *Religion.* The national religion of Persia is Mahometan; but there is a sect who profess the religion of Zoroas'ter, and keep alive the holy fire.

7. *History.* Persia is an ancient kingdom; it took the place of the Babylonian and Assyrian empires. It was founded about 530 B. C., by Cyrus, and conquered about 200 years after by Alexander the Great.

8. Persia had several struggles with Greece; then with the great Mogul; next with the Turks; and, in modern times, with Russia.

Questions on the above Lesson.

1. Bound Persia? What of Ispahan?
2. The other large cities?
3. Soil, climate, and productions?
4. What of the curiosities?
5. What of the rivers, &c.?
6. What is the government?
7. What of the history?
8. When founded &c.?
9. When conquered?
10. With whom its early wars?
11. Who its second enemy?
12. Who its modern foe?

(Lesson 7.) ARA'BIA.

1. Arabia is one of the few countries of the old world which retains its ancient name. It is divided into three parts, Arabia Petræa, Arabia Deserta, and Arabia Felix.

2. *Chief Towns.* Suez', Mec'ca, Medi'na, Mo'cha, and Mus'cat. Mecca gave birth to Mahomet; and Medina contains his ashes. None of the towns are either very large or very handsome.

Soil and Climate. The soil of Arabia is various; in the north it is rocky; in the centre barren, but in the south fruitful. The climate is dry and burning; there are no cooling streams or prattling books to allay the heat; and in the desert there are poisonous winds which are fatal to man and beast.

4. *Inhabitants.* The Arabs are of a dark complexion, with black hair and eyes. They are expert horsemen and marksmen, and thieves by profession. The roving Arabs live in tents and have flocks. The dress of the women is peculiar; it hides all but their eyes.

5. *Religion.* Mahomet was their countryman and holy prophet; they of course adopt his faith and profess his religion. He

lived about A. D. 600, and established his doctrines by fire and sword.

6. *Learning.* In former ages the Arabs were famous in the liberal arts; but at present they are, as a nation, sadly ignorant. They claim descent from A'braham through Ishmael; but they unfortunately fill the place in the human family which the fox appears to fill in the brute creation.

7. *History.* The wars and conquests of the Arabs, make up most of their history; these, with their religion, commenced about A. D. 620. They know little of government and laws, and appear lost to a sense of justice and humanity.

Questions on the above Lesson.

1. Bound Arabia.
2. What of its name, &c.?
3. How is it divided?
4. How are the parts located?
5. What the chief towns?
6. What the soil and climate?
7. Of the inhabitants?
8. The roving tribes?
9. Religion? Its origin, &c.?
10. Learning? Present state?
11. What their descent and place?
12. What of their wars, &c.?
13. With what originate, &c.?
14. What of their knowledge?

(Lesson 8.) TURKEY IN ASIA.

1. This is a very interesting country; in connexion with Arabia, it furnishes the region of territory to which sacred history refers. Almost every spot of it is regarded with emotions of high veneration. It is divided into 7 provinces.

2. *Nato'lia*, (Asia Minor) has several fine towns; Ephesus and Smyrna are the largest. *Geor'gia* lies to the east, and is inhabited by a race of brave christians; the handsomest people in the world.

3. *Curdus'ton*, the ancient Assyria, lies south of Georgia;—on the south and east of which lies Mesopota'mia, the ancient Chalde'a; the chief towns of which are Basso'ra and Bagdad. *Syr'ia* has been known by several names; as Jude'a, Pal'estine, the Holy Land, and the Land of Promise. It has several large towns; Jerusalem is the most important.

4. *Mountains.* This is rather a hilly country: Tau'rus, Caucas'us, Leb'anon, Ar'arat, and Her'mon, are the principal elevations.

5. *Rivers.* The Ti'gris, Euphra'tes, Mean'der, and Jordan, are among the largest. Jordan is a river of Palestine, and falls into the Dead Sea.

6. *Seas.* The Mediterra'nean, (the Great Sea of the Bible,) the Black, and the Caspian seas, are the largest; the Caspian, however, with the sea of Gal'ilee, and the Dead Sea, are nothing more than lakes.

7. *Curiosities.* Turkey in Asia is rich in the ruins of ancient temples and fallen cities. Bal'beck in the north, and Pal'myra (the Tad'more of the desert,) in the south, were built by King Solomon.

8. *History.* No country on the globe has changed owners more frequently than this; and the soil of no country has drank

more frequently, or more copiously, of the crimson tide of human life than this. The Turks, whom we call infidels, are now its masters, and have been for some centuries.

Questions on the above Lesson.

1. Bound Asiatic Turkey.
2. What remarked of it?
3. What of Natolia and Georg
4. Curdustan and Chaldea?
5. What of Syria and its town
6. What of its rivers and seas?
7. What of its mountains, &c.?
8. What lakes has it?
9. What of its curiosities?
10. Relate its history.
11. By whom is it now possessed?
12. What course is it from New-York?

(Lesson 9.) GREAT TARTARY.

1. Great Tar'tary, (the ancient Scyth'ia,) includes the whole of Northern Asia; and is divided into 4 provinces, or governments.

2. *Russian Tartary*, (the ancient Si'beria,) includes the north; *As'tracan*, a populous city on the Wal'ga, is its chief town.

3. *Chinese Tartary*, lies north of China, but south of Russian Tartary. It is a country thinly inhabited, and but little known to Americans.

4. *Independent Tartary*, lies east of the Caspian Sea; it was once the seat of the Persian empire; and afterwards the kingdom of Ti'mur. The present inhabitants are noted for their hospitality. *Sam'arcand* is the chief town.

5 *Tib'et*, or *Thib'et*, has *Las'sa* for its capital, and is famous for being the residence of the Grand Lama, who receives the homage of the roving Tartars, from the Walga to Japan.

6. *Soil, &c.* Tibet is a broken country; upon its southern borders are the Himma'lehs, the highest mountains in the world; being computed at 5 miles.

7. *History.* The history of Tibet, and in fact of the whole of Great Tartary, is but imperfectly known; Tibet is said to have produced some learned men; but the present race are ignorant and credulous. The northern Tartars are half savage, fierce, and cruel, and inured to fatigue and hardships; they use the bow and arrow with great dexterity.

Questions on the above Lesson.

1. How is Great Tartary bounded?
2. How situated and divided?
3. What of Russian Tartary?
4. What of Chinese Tartary?
5. What of Independent Tartary?
6. What of Tibet and Lassa?
7. The Grand Lama and worshippers?
8. The mountains of Tibet?
9. The history of Tartary?
10. The inhabitants, &c.?
11. The northern Tartars?
12. The course from New-York?

(Lesson 10.) THE ISLANDS OF ASIA.

1. The islands of Asia are numerous; they are divided into several groups. The *Indian islands* are the Lac'adives, Mal'dives, Ceylon, An'daman, and Nic'obar; Ceylon is the best known.

2. The *Indian Archipel'ago*, lies east of Malay, and consists of many islands; the largest are Bor'neo, Suma'tra, and Ja'va; the last is owned by the Dutch; and all of them abound in spices, drugs, and the precious metals.

3. The *Polynesian Islands*. This cluster lies in the great Pa-

cific ocean, the most noted of which are the Pe'lew, La'drone, Carolines, Sandwich, Society, and Friendly islands. At Owhyhee, the largest of the Sandwich cluster, the noted Captain Cook lost his life. Here the Americans have a flourishing mission.

4. These islands were discovered in the early part of the 15th century; but little commercial intercourse was maintained until within the last half century. They are now growing into importance, and offer a wide field for the exertion of the most active philanthropy in reclaiming and humanizing the natives.

5. All the islands of any importance are more or less inhabited; and by a race of people of a dark olive complexion, of a comely stature, and well proportioned frames. They subsist upon the fruits of the earth, such as sweet potatoes, yams, cocoa nuts, sugar cane, and bread fruit. The tree which produces this fruit grows 60 feet high, and is of great importance to the islanders.

Questions on the above Lesson.

1. What of the Asiatic Islands?
2. What of the Indian Islands?
3. The Indian Archipelago?
4. Their productions, &c.?
5. The Polynesian Islands?
6. What of Owhyhee, &c.?
7. When discovered?
8. Their present state?
9. What offer, &c.?
10. How inhabited?
11. How subsist, &c.?
12. What the fruits?

SOUTHERN CONTINENT.

(Lesson 11.) NEW HOLLAND.

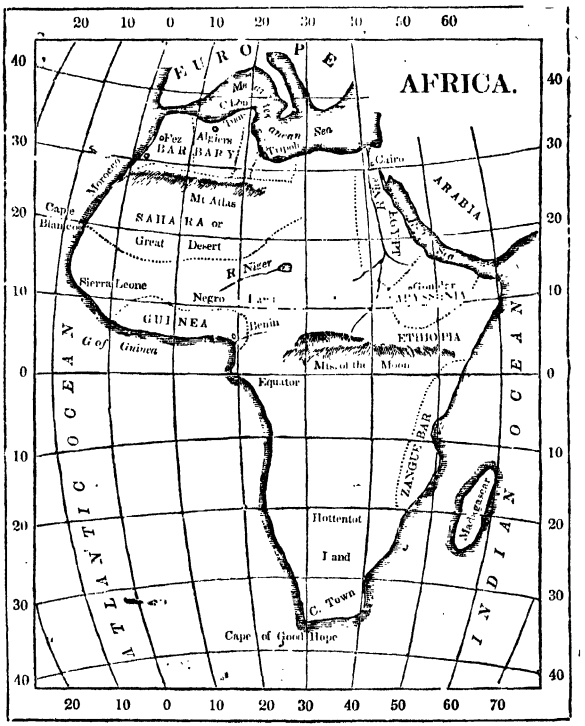
1. This country was long regarded as a mere island, and ranked as the largest in the world. It has been ascertained that New Holland is about 3000 miles in length, and more than 2000 in breadth, and therefore deserves to be called a continent.

2. When taken in connexion with the islands which cluster around it, as members of the same family, it presents an extension of surface comparatively larger than Europe. Among the most prominent of the group may be classed New Guinea, New Zealand, and Van Dieman's Land, or Island; which, with those of less note, have been called Australasia, or Southern Asia.

3. Of New Holland, but little is known of the interior, and our knowledge of the coast is very imperfect. Some ranges of mountains have been partially explored, and a few large rivers named, and traced to some distance; but the position and course of these have not yet been laid down with any degree of certainty.

4. The country is described as being greatly fruitful, and to abound with fine timber, several rare animals, and a variety of birds of extraordinary beauty. Among those found in the waters of the southern world, is the black swan, said to be much larger and much handsomer than the white swan of this country.

5. The human species found in New Holland, are said to be but one remove from the brute creation, and barbarous in the extreme. They are said not to have known the use of fire, and to have been in the habit of living on human flesh.


AFRICA.
EUROPE
Fez
BARBARY
Algiers
Tripoli
Sea
Cairo
ARABIA
Morocco
Mt Atlas
Cape Blanco
SAHARA or
Great Desert
R Niger
Sierra Leone
Negro Land
GUINEA
Benin
G of Guinea
ETHIOPIA
Mts of the Moon
Equator
ZANGUEBAR
Madagascar
Hottentot
Land
C. Town
Cape of Good Hope
ATLANTIC OCEAN
INDIAN OCEAN

6. The Dutch claim the credit of having discovered this continent as early as 1616; or at least they were the first that effected a landing. In 1801, a plate was found nailed to a post, with an inscription purporting that the ship *Indraught*, of Amsterdam, Captain Dirk Harting, was there October 25, 1616.

7. After the British crown had lost the 13 provinces of North America, it selected the island of New Holland, as it was then called, for a place whither to banish its convicts. The part selected for this purpose is called Botany Bay, and the town, Port Jackson.

8. The settlement has become not only populous, but to a degree respectable, and some of the first families of England have recently migrated to that country, and settled on Swan river. The whole population of the continent is said to exceed 20,000; and several new towns and cities have been founded and partially built with great beauty and durability.

SECTION III.

ELEMENTS OF GEOGRAPHY.

(Lesson I.) AFRICA.

1. This country is much less known to this distant part of the world than that of Asia. We have, indeed, visited many portions of its borders, and brought from their peaceful homes, millions of the sooty natives to wear among us the chains of slavery, and mingle the blood of their offspring with that of our descendants; but we know little of the interior.

2. The divisions of Africa, are *Egypt* and the *Barbary States*, on the north; *Ethiopia*, in the centre; *Guinea*, on the west; with the *Cape of Good Hope* and *Mat'aman* ward the south.

3. *Productions.* A great part of Africa is barren and sandy; the north has a light soil, which once supported a heavy population. Guinea furnishes gold, ivory, and slaves, and the south is said to be favourable to vegetation.

4. *History.* Africa was early settled by the family of Noah; and Egypt, Ethio'pia, and Car'thage, were once celebrated for their wealth, power, and liberal attainments; but the whole country has since sunk to a state of humiliating debasement.

Barbary.

1. Barbary extends along the southern shore of the Mediterranean, from Gibralter to Egypt, and is divided into several petty states.

2. Moroc'co, on the west, is a kind of empire, composed of several minor divisions; the city of Morocco is the metropolis, and honoured with the presence of the emperor's palace. Fez, however, is the largest town in Africa, and has 700 mosques.

3. *Algiers* is a republic of the military cast; the king is called

Dey. It has a fine harbour, lying before the city of Algiers, which is built upon the declivity of a hill.

4. *Tunis* is the next state; it is governed by a despot, who sustains his command by force of arms. It has a city of the same name, which is virtually destitute of water.

5. *Tri'poli*, which includes Bar'ca, is the last of the Barbary states. It has a city of the same name, the houses of which are low, and the streets dirty, but it has an excellent harbour.

6. *Soil and Climate.* These states produce corn, wine, and fruits; and the people deal in horses, leather, wax, and coral. The climate is hot and sultry, and often rendered oppressive by the parching winds from the neighbouring desert.

7. *Inhabitants.* The people of these states are of a swarthy complexion, and devoted Mahometans; they are remarkably hostile to Christians, and frequently make slaves of them as we do of Africans.

8. *History.* These states were known to the ancients by the names of Maurita'nia, Numi'dia, Africa Proper, and Lyb'ia. Carthage, the ancient chief city, held the liberties of 300 minor cities. Among the other large towns, were U'tica, Hip'po, Za'ma, and Cesa'ria.

Questions on the above Lesson.

1. What remarked of Africa?
2. How known to this country?
3. How is it divided?
4. What of its productions?
5. What the history? Present state?
6. Bound the Barbary states?
7. Describe Morocco, and its city.
8. What of the city of Fez?
9. Describe Algiers and its city.
10. Describe Tunis and its city.
11. What of Tripoli and its city?
12. What of the soil and climate?
13. What of the inhabitants?
14. What of the history, &c.?

(LESSON 2.) EGYPT.

1. Egypt is a narrow country, confined to the valley of the Nile, by ridges of hills. It is divided into Upper, Middle, and Lower Egypt; in the latter is the island called the *Del'ta*.

2. This is one of the oldest countries in the world, and by far the most important part of Africa. It holds a conspicuous place in sacred and profane history, and is said to be the parent of the arts and sciences.

3. *Chief Towns.* Cai'ro is the capital of the whole kingdom, Alexan'dria, a sea-port in Lower Egypt; Damietta, a place of great trade on the eastern bank of the Nile; and Rosetta, noted for its fine gardens and rich fruits.

4. *Soil and Climate.* The fertility of Egypt past into a proverb long before the Christian era; when famine spread over all the land, there was corn in Egypt; and, for many ages, it was regarded as the granary of the world. The climate is unhealthy, the country is low, and rain is hardly known.

5. *Inhabitants.* The stock from the old Egyptian race is Cop'tic; they are idle, dirty, and ill-favoured; and the Turkish inhabitants are proud and insolent.

6. *Religion.* The Copts profess to be Christians, and of the Greek order; the Turks are Mahometans. The Ar'abic is the prevailing language, but it is mixed with Greek and Coptic.

7. *Curiosities.* The labyrinth and pyramids are among the most noted, but the country abounds with the remains of antiquity, many of which are celebrated in history.

8. *Government.* Egypt is now governed by a Turkish prince, styled the Bashaw, who lives at Cairo, and appoints governors over the provinces.

9. *History.* Egypt, in her early days, was ably governed; but, in 2081 B. C., it was conquered by shepherds, who abandoned it in 1825 B. C. The Israelites resided there about 200 years, and left it in 1491 B. C. It was conquered by Alexander the Great, 332 B. C., and by the Romans, 30 B. C. The present Turkish power was established about 1500 A. D. Few countries have experienced greater commotions or more frequent revolutions.

Questions on the above Lesson.

1. Describe the boundary of Egypt.
2. What is remarked of it?
3. What are its chief to
4. What the soil and climate
5. What of its inhabitants?
6. What of their religion?
7. What of their language?
8. Describe their curiosities.
9. What of their government?
10. What of their early history?
11. When conquered by shepherds?
12. When by Alexander the Great?
13. When by the Romans?
14. By the Turks? What remark?

(Lesson 3.) ETHIOPIA.

1. This country lies in the eastern centre of Africa, and is but seldom visited. Its divisions are Nubia, Abex, and Abyssinia; and its chief towns, Sen'naar, Gon'dar, and Sua'quam. Sennaar is the capital of Nubia, a walled city, and the residence of the king.

2. *Abyssinia* is as old as history; the climate wet and warm, and the country full of beasts and birds. Gon'dar, its capital, stands on a hill, and is pleasant and populous. Abex is near the Red Sea, and abounds with wild beasts. Suaquam stands upon an island, and has a safe harbour.

3. *Rivers, &c.* The Nile, the great river of Egypt, rises in this country. Rice and cotton grow in abundance, and gold, ivory, gums, and slaves, are the staple articles of trade.

4. *Inhabitants.* Some of the Africans are remarkable for their mildness and humanity, but by far the greater portion are treacherous and cruel, and nearly all are indolent.

5. *Mountains.* The mountains of the Moon pass through the southern part of this country, and probably give rise to the Nile. They range from east to west, and form a kind of channel to the trade winds.

6. There are many other small districts, lying in and around Central Africa, but they are poorly defined;—Zantha'go, on the Atlantic; Foz'en on the south of Tripoli; Zaha'ra, the desert, between which and the Barbary states range the Atlas mountains; and Negroland, through which the Niger is supposed to run.

Questions on the above Lesson.

1. What the location of Ethiopia?
2. What are its divisions?
3. What its chief towns?
4. What of Assyria?
5. What of Abex, &c.?
6. The rivers and productions?
7. What of the inhabitants?
8. The mountains of the Moon?
9. The other districts?
10. Describe their situations.
11. Find the Atlas mountains.
12. Find the river Niger.
13. Describe its rise and progress.
14. The Nile, its rise and course.

(Lesson 4.) GUINEA.

1. Guinea is best known to us along its coast, which is divided into four parts;—Grain, Gold, Ivory, and Slave Coasts. It is visited for these and minor productions, but principally as a market for human sinews.

2. *Soil and Climate.* The soil is fertile, but little cultivated; it affords many beautiful landscapes; but the climate is not friendly to Americans.

3. *Chief Towns.* Be'nin, a populous town on the river Formo'so; the streets are clean, and the shops filled with the merchandise of Europe.

4. *St. Salvador*, the capital of Con'go, is also a large town. It has the king's palace, several churches, and a Portuguese Bishop.

5. *Sierra'-Leone* is a flourishing colony, planted by the English for the purpose of carrying religion and the arts of civilized life into a country to the wretchedness of which they formerly contributed much of their wealth and power.

"Man found his fellow man, not coloured like himself."

6. The Americans too, early in the traffic of human flesh, and late in an effort at atonement, have planted a colony on this coast, in order to carry back to that lone country the descendants of those whose inheritance was slavery

7. *History.* We have no record of the events of the interior of this country; for the poor natives have no historians. Had the treachery, the cruelty, the crimes, the wrongs, and the wretchedness to which the slave trade has given birth, been faithfully recorded, it would undoubtedly exhibit a picture unparalleled in the annals of the world, and too appalling for inspection.

Questions on the above Lesson.

1. What of Guinea, and its divis
2. For what is it visited?
3. What the soil and climate?
4. What of the town of Benin?
5. What of St. Salvador?
6. What of the American colony?
7. What its object?
8. Why no history of Guinea?
9. What its cast if written?
10. What course from New-York?

(Lesson 5.) MATAMAN.

1. This division of Africa includes all the southern region of this great Peninsula. It is divided into several provinces, some of which are fertile, and have flourishing European settlements.

2. *Zang'uebar* includes several small kingdoms; its chief town is *Melin'da;* it is a populous city. Here the Portuguese drive a brisk trade with the natives.

3. *Mozam'bique* is the capital of a country of the same name; it belongs to the Portuguese and is very strongly fortified.

4. *Monomat'apa* is a rich country with a temperate and healthy climate. Med'rogan, its capital, is one of the first African cities; the houses are highly adorned, especially the king's palace.

5. *Sofa'la* is also subject to the Portuguese; it furnishes the finest gold that comes into market, and is therefore supposed to be the *Ophir* of the ancients.

6. *Caffra'ria and Na'tal* are extensive countries belonging to the *Hotten'tots*, an ignorant and ill-favoured people, who subsist principally upon plunder.

7. *Cape of Good Hope* stands at the southern extremity of Africa: Cape Town, its capital, is a neat and well built city. It belongs to the English, and serves as a watering place for ships trading to Asia.

8. *Rivers, &c.* The principal rivers of Southern Africa, are the Gam'bia and Senegal, both noble streams. They annually overflow their banks like the Nile.

Questions on the above Lesson.

1. What of Matamun? Divisions?
2. What of Zanguebar and capital?
3. Of Mozambique and capital?
4. Of Monomatapa and capital?
5. Of Sofala and capital?
6. Of Caffraria and Natal?
7. Of the Cape of Good Hope?
8. Of Cape Town, &c.?

(Lesson 6.) AFRICAN ISLANDS.

1. The *Western Islands* are a cluster in the Atlantic belonging to the Portuguese. *St. Michael* and *Terceira* are the largest. The cluster is called the *A'zores*.

2. The *Madeira Islands* are remarkable for their fine wines. They also belong to the Portuguese; the largest is called Madeira.

3. The *Canary Islands* furnish wine and birds; these belong to Spain. The Grand Canary, Ferbo and Teneriffe are the largest. The latter has a remarkable mountain called the Peak of Teneriffe, about two miles high.

4. *Cape Verd Islands*, of which there are ten, and St. Jago the largest. They were among the early discoveries of the Portuguese who still retain them.

5. *St. Helena*, in the Atlantic, between Africa and America, is a mere watering place for ships in the India Trade. This Island has recently become noted for having been the prison of the late Emperor of France, where he died in 1821.

6. In the Gulf of Guinea is Fernando Po and several smaller Islands; and on the Eastern coast lies the Island of Madagas'car, one of the largest in the world.

7. *Capes.* The most noted are Serrat', Bon, Blan'co, Palmas, Gardafau, and Good Hope.

8. *Lakes.* Mora'va and Dambe'a are the only lakes of note; and the principal straits are Gibral'ter, Babelman'del, and the channel of Mozambique.

Questions on the above Lesson.

1. Describe the Western islands.
2. What of the Madeira islands?
3. What of the Canary islands?
4. Of Cape Verd islands?
5. Describe St. Helena.
6. For what noted?
7. Where is Fernando Po?
8. Where Madagascar?
9. What the capes of Africa?
10. What the lakes and straits?

SECTION IV.

ELEMENTS OF GEOGRAPHY.

(Lesson 1.) EUROPE.

1. Europe is the smallest of the grand divisions of the eastern continent, but it is by far the most improved and polished part of the world.

2. This country possesses more wealth, power, learning, and science, than all the countries of the earth united.

3. It is interesting to Americans, for it is the land of their fathers, the field of their foreign intercourse, and the region whence they derive their manners, customs, laws, and fashions.

4. *Kingdoms.* Turkey in Europe, Italy, Switzerland, Austria, Prussia, Russia, Sweden, Norway, Denmark, Germany, Holland, France, England, Spain, and Portugal.

5. *Islands.* The largest of the European islands are, Sicily, Sardinia, Corsica, Majorca, &c., in the Mediterranean Sea; Great Britain, Ireland, and Iceland, in the Atlantic; and a number of smaller clusters in the Baltic.

6. *Seas and Bays.* The seas are, the Mediterranean, Gulf of Venice, Black Sea, Baltic Sea, North Sea, White Sea, and the Bay of Biscay.

7. *Peninsulas.* Norway and Sweden, Denmark, Spain and Portugal, Italy, the Morea and Crimea.

8. *Capes.* Cape North, the Naze, Cape Clear, Land's End, Cape Ortegal, Finisteer, St. Vincent, Spartivento, and Corfu.

9. *Rivers.* The Wolga, Dwina, Danube, Po, Rhone, Tagus, Loire, Seine, Rhine, Elbe, and Thames.

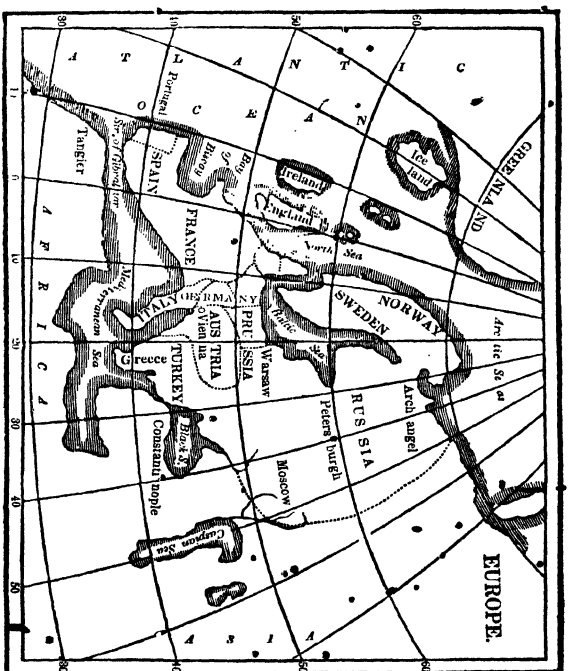
10. *Mountains.* The Uralian mountains, between Europe and Asia; the Dafrafield, between Norway and Sweden; the Carpathean, between Austria and Prussia; the Alps, between Switzerland and Italy; the Appenines, of Italy; the Pyrenees, between France and Spain; and the volcanos, Ætna, Vesuvius, and Hecla.

Questions on the above Lesson.

1. The remark on Europe, &c.?
2. Her possessions, &c.?
3. Why interesting to Americans?
4. What are her kingdoms?
5. What her islands, and where lie?
6. What her seas, bays, &c.?
7. What her peninsulas?
8. What the capes of Europe?
9. What the rivers of Europe?
10. What are her mountains?
11. Situation as to Asia and Africa?
12. Situation as to New-York?

(Lesson 2.) TURKEY IN EUROPE.

1. This branch of the Turkish empire, embraces some of the


ATLANTIC OCEAN
AFRICA
ASIA
EUROPE.
Portugal
Tangier
Sir. of Gibraltar
SPAIN
Bay of Biscay
Ireland
England
Ice land
GREENLAND
FRANCE
North Sea
Mediterranean Sea
ITALY
GERMANY
AUSTRIA
Vienna
PRUSSIA
Warsaw
Baltic Sea
SWEDEN
NORWAY
Arctic Seas
Greece
TURKEY
Black S.
Constantinople
Peters burgh
RUSSIA
Arch angel
Moscow
Caspian Sea

To face p. 264.

most fertile and celebrated portions of the eastern continent. It is divided into 12 provinces, and has many rich cities.

2. *Chief Towns.* Constantinople, the capital, was built in A. D. 329, by Constantine the Great. It has now half a million of people.

3. *Adrianople* is another famous city; it was once the capital, and now contains 100,000 inhabitants. Belgrade and Atlens are large towns.

4. *Mountains.* Athos, Olympus, Pindus, Parnassus, and a few of a smaller class. They are famous in history and poetry.

5. *Rivers.* The Dan'ube, the ancient *Is'ter*, Ma'ritz, and Vada'ri, are the largest. The Danube is the first river in Europe.

6. *Seas and Gulfs.* The Black, Marmo'ra, and Archipel'ago seas; and the Sala'mis, Co'rinth, and Lepan'to gulfs, are the most noted.

7. *Straits, &c.* The Bospho'rus, Helles'pont or Dardanelles, are the principal straits, and the isthmus of Corinth connects the Morea to the continent.

8. *Islands.* The Archipel'ago is full of small islands, almost all of which are recorded in ancient history; as Candia, Cyprus, &c.

9. *Peninsulas.* The Morea is the ancient Peloponnes'us; its chief towns are Lacedemon, or Sparta, and Corinth.

10. *Soil and Climate.* The soil is some of the best in the world; but the Turks are poor farmers; the climate is delightful to a proverb, yet the plague sometimes visits their great cities.

11. *Religion.* The Turks are Mussulmen by birth, and love the Koran; but a portion of the inhabitants are Greek christians, and there are a few Jews.

12. *Commerce.* The Turks are better soldiers than merchants; but the Christians do all in the way of trade that the state of the country admits.

13. *Government.* This is of a despotic cast, and of the rankest kind; the Emperor has the command of the lives and fortunes of his subjects; and is often guilty of the vilest enormities.

14. *Curiosities.* This country is full of objects of deep interest, connected with history, poetry, and the fine arts; the ruins of temples and cities; the hills and streams of song; and the fields of conflict and slaughter.

15. *History.* The history of this country is the story of almost all that was once called the world. It has been, for some centuries past, in the hands of the Turks, who obtained it by conquest, and enslaved the Greeks. But, by a late desperate struggle, the Greeks have thrown off the Turkish yoke, and are now forming an independent government.

Questions on the above Lesson.

1. What is remarked of Turkey?
2. Its chief towns, &c.?
3. Of Adrianople, &c.?
4. What her mountains?
5. What her rivers?
6. What her seas and gulfs?
7. What her straits, &c.?
8. What her islands?

9. Describe the Morea.
10. Describe the soil and climate.
11. What the religion of Turkey?
12. What of her commerce?
13. What of her government?
14. Relate her curiosities.
15. What of her history?
16. What her present state?

(Lesson 3.) ITALY.

1. This is another country whose ancient events fill a large space in the history of the world; it is divided into several provinces, the best of which belong to the Pope.

2. Austria has possessions in Italy, the principal of which are Mi'lan and Vien'na; formerly the kingdom of Lombardy, a rich, beautiful and populous country.

3. France owns the island of Cor'sica, whose chief towns are Aja'cio and Bast'ia; and the English own Mal'ta.

4. The island of Sardinia, in connexion with Savoy, Piedmont, and Geno'a, form an independent kingdom, the capital of which is Tu'rin, a handsome city with 70,000 people.

5. The Dutchy of Par'ma, whose capital is Parma, is, with its dependent provinces, a separate government.

6. The Dutchy of Modi'na, of Luc'ca, and of Tus'cany, are all independent states. They have a rich soil and several fine cities.

7. The papal states lie in the central part of Italy, and contain a population of 3,000,000. Rome, the capital, is more than 2500 years old. The history of this city alone fills many hundred pages of the general record of nations.

8. St. Marino is an independent *Republic* of only a few miles extent, and a population of 7000 souls.

9. The kingdom of the two Sicilies, to wit, Sicily and Naples, of which the city of Naples is the capital, and one of the handsomest towns in the world.

10. *Rivers, Gulfs, &c.* The rivers Po and Tiber; the gulfs of Vienna and Genoa, and the bay of Naples; the straits of Mes'sina and Bonifa'cio: the capes of Possu'ro and Spartivento; and the Appen'ines, Vesuvius, and Etna, of Sicily, are worth retaining in the memory.

11. *The Soil and Climate.* The soil of Italy is extremely fertile; its productions are abundant, and its climate pure and healthy.

12. *Inhabitants.* The Italians excel in the fine arts; they are polite and easy in their manners, and fluent in conversation; and the country abounds with topics well calculated to call their colloquial powers into action.

Questions on the above Lesson.

1. What is remarked of Italy?
2. The Austrian possessions?
3. The French possessions?
4. The English possessions?
5. The Sardinian kingdom?
6. Parma and its capital?
7. Modina and neighbouring states?
8. What of the papal states?
9. What of its capital, &c.?
10. What of St. Marino?
11. What of the two Sicilies, &c.?
12. The rivers, gulfs, &c. of Italy?
13. The soil and climate of Italy?
14. The inhabitants of Italy?

(Lesson 4.) SWITZERLAND.

1. This is a small and interesting *Republic*, lying upon the

summit of Europe. It is divided into 22 cantons, and has several handsome cities, beautiful lakes, and lofty mountains, and a hardy population of about 2,000,000 of souls.

2. *Chief Towns.* *Gene'va*, the capital, stands upon a lake of the same name. It is celebrated for its wealth and beautiful scenery.

3. *Basle*, a large and rich town, stands on the Rhine, and claims the discovery of the art of making *paper*.

4. *Berne* is the seat of government; it stands on the Aar, and is distinguished for its beauty and neatness.

5. *Mountains.* The *Alps* are among the most noted mountains in the world. Hannibal and Bonaparte crossed them with large armies. Mount Blanc is the highest point of land in Europe.

6. *Lakes.* Of these, Switzerland has many; Con'stance and Gene'va are the largest; but Lucerne, the most picturesque.

7. *Rivers.* The Rhine and the Rhone pass through this country, and add their fertility to its delightful vallies.

8. *Soil and Climate.* The low grounds of Switzerland are warm and fertile, and produce abundance; but the mountains are generally covered with snow the year round, and the upper air is piercing though healthy.

9. *Inhabitants.* The Swiss are a brave and patient people; honest, sober, and industrious; they therefore enjoy health, long life, and an unstinted competency.

10. *Religion.* The protestant and catholic creeds prevail throughout all the cantons.

11. *Government.* This is a *Republic* of the federal cast; each state conducts its own affairs, but a *Diet*, or congress, governs the concerns of the whole.

12. *History.* Switzerland was formerly governed by monarchs, but in 1315 A. D. the spirit of *Tell* aroused the nation from their groaning sleep, and in 60 well fought battles with their enemy, the *Austrians*, they won their freedom, and have preserved to them their present Republican constitution.

Questions on the above Lesson.

1. What of Switzerland?
2. Of its Divisions and Population?
3. Of Geneva, its capital?
4. Of the town of Basle?
5. What of the town of Berne?
6. What of the Mountains, &c.?
7. What of the Lakes of this country?
8. The Soil and Climate, &c.?
9. The Inhabitants, &c.?
10. What of the Religion?
11. What of the Government?
12. What the History?
13. The battles and result, &c.?
14. The course from New-York?

(Lesson 5.) AUSTRIA.

1. *Chief Towns.* Vienna is the capital of the Austrian dominions; it is a large and opulent city. Prague, Pres'burg, Mi'lan, and Buda, are among the largest towns.

2. *Rivers.* The Dan'ube, the Drave, and the Save, are among the largest rivers, but the whole country is well watered.

3. *Mountains.* The Carpathian mountains pervade this country, and there are some of a smaller class.

4. *Soil and Climate.* Austria is a fertile country, though poorly cultivated; the climate is temperate and healthy.

5. *Inhabitants.* The gipseys, who are numerous, live by begging and fraud, and illustrate their own fortune by telling that of others. They often ramble from home and traverse the whole of Europe. The nobles are said to be ignorant and haughty, and the poor, but half civilized.

6. *Government.* This is an hereditary monarchy administered by one styled an emperor, but his power is limited by law.

7. *Religion.* The prevailing religion of this empire is the Roman Catholic; there are, however, the sects of the Greek church, and the followers of Luther.

8. *History.* The history of Austria is intimately connected with that of the surrounding kingdoms; she has had her full share of wars and revolutions, and now exerts a salutary influence in sustaining the balance of power among the governments of the continent.

Questions on the above Lesson.

1. How is Austria bounded?
2. Its Capital and large Towns?
3. What are the rivers of Austria?
4. What are her Mountains?
5. What her Soil and Climate?
6. What of her Inhabitants?
7. What of her Government?
8. What of her Religion?
9. What of her History?
10. What course from New-York?

(Lesson 6.) PRUSSIA.

1. Prussia is a large and populous kingdom, divided into three provinces, which are subdivided into smaller portions. Its population is rated at 12,000,000 of souls.

2. The large provinces are Ducal Prussia, Royal Prussia, and Germanic Prussia. The chief towns are Kon'ingsberg, Ber'lin, and Cologne'.

3. The king of Prussia, by virtue of his possessions in Germany, is a member of the Germanic confederation, in which he holds the second rank.

4. *Berlin.* This is one of the most splendid cities in Europe, has above 200,000 inhabitants, and is the capital of the kingdom.

5. *Learning.* Great attention is paid to this subject in every part of the Prussian dominions. It is said to have no fewer than six universities, all richly endowed, and some of them have from five to six hundred students.

6. *Revenue.* The annual income of the crown is about 40 millions of American dollars, and the national debt about 120 millions.

7. *Army.* The king keeps a standing force of nearly 200,000 men, and to these he can add his militia.

8. *Rivers.* The Rhine, Elbe, Vistula, and Oder, are the largest; and the country is washed by the Baltic sea.

9. *Soil and Climate.* The whole of Prussia is level, the soil rich and productive, and the climate healthy, though cold and moist. Prussia has extensive mines of amber.

10. *Inhabitants.* The population of Prussia includes Germans, Jews, French, and Poles. The national character is of a military cast, and its influence of the first order.

11. *Religion.* The Protestant persuasion is the most prevalent and fashionable, but there are other sects.

12. *History.* The kingdom of Prussia rose out of a dukedom about 1700 and 1710. It received an important addition at the partition of Poland, and another at the close of the great European struggle in 1815, in which the present king, Frederick III., took a splendid part.

Questions on the above Lesson.

1. What is remarked of Prussia?
2. What are its divisions?
3. The king's Germanic right?
4. The capital of the kingdo
5. Of colleges and student
6. Of the revenue and debt?
7. What of the Prussian army?
8. The rivers of that country?
9. The soil and climate?
10. Inhabitants and character.
11. The religion of Prussia?
12. The history and present king?

(Lesson 7.) RUSSIA.

1. Rus'sia is the largest empire in the world; it embraces almost the whole of the northern regions of the earth. A great part of it, however, is cold, barren, and but thinly peopled, and many of those but half civilized.

2. *Chief Towns.* Peters'burg is the seat of government; Mos'cow, Archan'gel, A'zof, As'tracan, War'saw, Crac'ow, and Dant'zic, are among the largest towns.

3. *Mountains.* The Ura'lian and Carpa'thian mountains are attached to Russia, besides others of smaller note.

4. *Lakes and Rivers.* The Lado'ga and One'ga lakes, the Wal'ga, Nie'ster, Nie'per, and Vis'tula, are its principal rivers.

5. *Gulfs and Islands.* The gulfs of Fin'land and Ri'ga, and the islands of Cron'stadt, Da'go, and Oe'sil, are the largest.

6. *Soil and Climate.* Russia is mostly a level country; it abounds with forests, small lakes and rivers, and some parts of it are fertile.

7. *Commerce.* This country is noted for its timber, hemp, flax, iron, copper, pitch, and peltry, and for the salt mines in Crac'ow.

8. *Government.* This is an absolute monarchy; the emperor is the master of the lives of his subjects; and the succession is hereditary.

9. *History.* In 1479, Russia was recovered from the Turks, and the foundation of the present empire was laid. In 1700, Petersburg was founded, and Siberia added.

10. Her national enemy are the Turks, with whom she has had several conflicts. In 1772, she dismembered Poland, and added most of it to her own empire.

11. In 1812, she was involved with France, and soon after joined the powers which dethroned Bonaparte, and assisted at the general peace of 1814. She was recently at war with the Turks, and in the heart of their empire, dictated the terms of peace.

Questions on the above Lesson.

1. What of the Russian empire?
2. Enumerate her chief towns.
3. What are her mountains?
4. Her lakes and rivers?
5. Her gulfs and islands?
6. Her soil and climate?
7. Her commerce and productions
8. What is her government?
9. What her history?
10. Petersburgh founded?
11. Her national enemy?
12. Poland dismembered?
13. Her subsequent history?
14. Her recent war?

(Lesson 8.) SWEDEN AND NORWAY.

1. These two countries, with Lapland, were formerly treated as separate governments; but Lapland has been generally claimed by Russia, Norway, and Sweden; and Norway is now annexed to Sweden; therefore they may be treated jointly.

2. The Laplanders have no government; they are ignorant and rude. Their climate is cold in winter, the snow deep, and they travel with the reindeer.

3. The country is a vast mass of mountains, with a few rivers and lakes. The people find some mines of gold, &c.; but their all is concentrated in their beloved *reindeer*.

4. *Norway* is divided into 5 governments, and society wears a better aspect. The country is mountainous, rough, and barren; hunting, fishing, and cutting timber, is the chief employment. Their winters are cold and summers hot.

5. The whirlpool, called the *Mael'stroom*, on the coast of this country, is a curiosity, dangerous to mariners and the Leviathan. The number of inhabitants is about 900,000.

6. *Sweden* is divided into 7 provinces; it has several islands in the Baltic, upon seven of which Stock'holm, its capital, is built. Up'sal is a noted town, and has a college of 1000 students.

7. In Sweden they have no spring or fall; but the climate is healthy. The people are cheerful, complaisant, and brave; they endure hunger, cold, and poverty, with patience. The women do much of the out-door labour, and hold an inferior place in community.

8. *History.* Sweden is an ancient kingdom; its hardy warriors were known to England during the Saxon heptarchy. It rose to great power under Charles XII., in 1695; and is now governed by King Bernadotte, one of Bonaparte's generals.

Questions on the above Lesson.

1. What is remarked of Sweden, &c?
2. What of the Laplanders?
3. What of their country?
4. What of the northern way?
5. Of their employments, &c.
6. What is said of the whirlpool?
7. What of Sweden?
8. The climate and people?
9. What of the women?
10. What of its history?
11. What under Charles XII.?
12. What of its present state?

(Lesson 9.) DENMARK.

1. Den'mark is an ancient but very small kingdom; it consists of Jutland, Holstein, and a few small islands in the Baltic Sea.

2. *Chief Towns.* Copenha'gen, on the island of Zea'land, is the capital of the kingdom. It is a handsome city, well fortified, and

inhabited by 100,000 souls. Alto'na, on the Elbe, Elsineur', and Kiel', are large towns.

3. *Iceland*, a celebrated island in the northern Atlantic, belongs to Denmark; it is noted for its mineral springs and volcanic mountain, called Hecla.

4. *Greenland*, lying west of Iceland, is famous for its whale fishery. The Fero islands belong also to this kingdom.

5. *Soil and Climate*. The soil of Denmark is of a good quality; the country is level, and the climate is mild. Summer and winter are the only seasons.

6. *Inhabitants*. The ancient Danes were a hardy, brave, and warlike people; but the present inhabitants are mild and comparatively effeminate.

7. *Religion*. The Danes are generally Protestants, but the Catholics and Jews make up a part of the population.

8. *Commerce*. This kingdom supports a respectable trade in foreign commerce, and in the fisheries, and has also an effective navy.

9. *History*. The Danes were the early enemies of the Britons, and, in 1017 A. D., under Can'ute, they became masters of the British island; and they then held Norway.

10. In 1520, Denmark had lost England, but gained Sweden; and the nation united in deposing their king, and appointing Frederick, Duke of Hol'stein, king of the Danes.

11. In subsequent times, this kingdom, from her situation, was made a party to most of the wars of Europe. And in the late war, she was robbed of Norway, and suffered greatly in her home dominions.

Questions on the above Lesson.

1. What is said of Denmark?
2. What her chief town?
3. What of the island of Iceland?
4. What is said of Greenland?
5. What of her soil and climate?
6. What of her inhabitants?
7. What is remarked of her religion?
8. Of her trade and navy?
9. Of her history?
10. When masters of England?
11. What her state in 1520?
12. Of her revolution.
13. Of subsequent time.
14. Of the late war?

(Lesson 18.) GERMANY.

1. The German empire is divided into 39 sovereign states, all of which are represented in the general *Diet*, held at Frankfort.

2. The king of England, as king of Hanover, the king of Denmark, the king of Holstein, and the king of Prussia, are members of this confederation, the object of which is to secure the safety of the states:—the arrangement took place in 1806.

3. *Chief Towns*. Frank'fort is the seat of empire; Ham'burg, Lu'bec, and Bre'men, are free cities; and Dres'den, Mu'nich, and Han'over, are large towns.

4. *Rivers*. The Dan'ube, Rhine, Elbe, and O'der; the first is the largest river in Europe.

5. *Mountains and Lakes*. A branch of the Alps, passes through this empire; and Constance is the principal lake.

6. *Inhabitants.* The Germans are a frank and honest people; good scholars and warriors, industrious and patient.

7. *History.* The ancient Germans were of Celtic origin; the Romans, under Cæsar, found them, about 80 B. C., scattered in tribes, under various names. They were the subsequent conquerors of the south of Europe.

8. About 1250, Germany was in great disorder; about 1490, it emerged into an empire. In 1632, she was at war with Sweden; in 1648 a peace was concluded, and the protestant religion introduced.

Questions on the above Lesson.

1. What of this empire?
2. Who are of the confederacy?
3. When formed, and object?
4. What are her chief town?
5. What her rivers, &c.?
6. Her mountains and lakes?
7. What of her inhabitants?
8. Her early state and when?
9. Her subsequent state?
10. Her state in 1250?
11. Her state in 1632?
12. Her state in 1648?

(Lesson 11.) HOLLAND.

1. Holland was formerly called Batavia and Flanders, but now, the kingdom of the Low, or Netherlands. Its present limits were fixed in 1814.

2. *Chief Towns.* Amsterdam is the great commercial capital, and has a population of 200,000. Rotterdam, the Hague, Antwerp, and Brussels, are large cities.

3. *Rivers.* The Rhine, Meuse, and Scheldt, are the largest; and the country is full of canals, which are used as roads.

4. *Soil and Climate.* This is some of the best soil in Europe; the country is low, and covered from the sea by dykes. The climate is foggy, damp, and cold, but generally healthy; the population is dense, and longevity common.

5. *Inhabitants.* The Dutch are an honest, industrious, and peaceable race of men; they are frugal in their habits, neat in their persons, and greatly attached to liberty.

6. *Commerce.* This is one of the first commercial states of Europe. Her ships to India formerly brought home gold and diamonds to an amount that might well stagger credulity; but she suffered much in the late war.

7. *History.* In 1560, this country belonged to Spain, who lost it by attempting to force upon its inhabitants the catholic religion.

8. In 1579, William of Orange was made governor under the title of *Stadtholder*, and united 7 of the provinces into a body politic.

9. In 1806, Bonaparte entered the republic, and established a monarchy in the person of his brother, Louis.

10. The king soon fell into disgrace; and, in 1813, the prince of Orange was made king of Holland and the Netherlands.

Questions on the above Lesson.

1. What of Holland formerly, &c.?
2. Her chief towns?
3. Her rivers and canals?
4. Her soil and climate?
5. Her inhabitants, &c.?
6. Her commerce, &c.?
7. Her history in 1560?
8. Her history in 1579?
9. What in the year 1806?
10. Her present state?

(Lesson 12.) FRANCE.

1. This is one of the most interesting countries in Europe; the Gaul, or Gal'lia, of profane history, and the Galatia of the Bible. It has 84 departments.

2. *Chief Towns.* Paris, on the Seine, is the capital, and one of the finest cities in the world:—population 700,000. Cala'is, Rou'en, Toulouse, Montpe'lier, and Ly'ons, are large towns.

3. *Rivers, &c.* The Rhone, Gar'one, Loire, and Seine, and the canals of Languedoc and Calais.

4. *Mountains.* The Alps, Mount Ju'ra, and the Pyrenees, between this country and Spain, are the chief.

5. *Bays, Islands, &c.* The Bay of Bis'cay, Brest Harbour, and Gulf of Lyons. The Isle of Rhe, Ush'ant, and Belle Isle, and Cape La Hogue.

6. *Soil and Climate.* France produces every thing necessary for the support of life, and the luxuries of refinement. The climate is the best in Europe.

7. *Inhabitants.* This is a brave and active people; polished, polite, learned, and temperate.

8. *Religion.* The catholic is the national religion, but several other sects are tolerated.

9. *Government.* France has a limited monarchy; the king holds the executive power; the chamber of Peers and the chamber of Deputies, the legislative power.

History. The history of France is, in a measure, the history of Europe. She has recently passed through a very extraordinary revolution, under the direction of an extraordinary man, and has settled down upon the very point at which she started, and now rests in profound peace.

Questions on the above Lesson.

1. What remark on France?
2. What of Paris, and other towns?
3. What of her rivers and canals?
4. What of her mountains
5. Her bays, islands, &c.?
6. Her soil and climate?
7. What of her inhabitants?
8. What of her religion?
9. What of her government?
10. What of her history?

(Lesson 13.) GREAT BRITAIN.

1. Great Britain embraces England, Ireland, Wales, and Scotland; and is the most wealthy and powerful nation upon the earth.

2. *Chief Towns.* London, on the Thames, is the metropolis, and, in point of population, ranks next to Pekin, in China.

3. Liverpool, York, Manchester, Dublin, Cork, and Edinburgh, are only a few of her largest towns.

4. *Rivers and Lakes.* The Thames, Hum'ber, Frith, Clyde,

and Shannon rivers; Der'went, Lomond', Tay, Foyle, and Derry lakes, are the chief.

5. *Mountains.* Snow'don, Plinlim'mon, the Peck, Gram'pian, and Pent'land, are the principal elevations.

6. *Bays and Capes.* Tor Bay, and Mil'ford Haven, Lizard Point, Hartland Point, St. David's Head, St. Abb's Head, and Land's End.

7. *Islands.* The Isle of Wight, Isle of Man, Angle'sea, Guern'sey, Jersey, and the Ork'ney Islands, with many others.

8. *Soil and Climate.* These islands are less productive by nature than by cultivation; and being surrounded by water, the climate is comparatively mild.

9. *Manufactures.* The British manufacture for almost all the world, and their merchants visit every sea.

10. *Commerce.* This is a trading nation; it commands the ocean, and exchanges its productions with all nations.

11. *Religion.* In England the people are Episcopalians, in Scotland they are Presbyterians, and in Ireland they are Roman Catholics; but other sects are respectively tolerated.

12. *Government.* The British government is a limited monarchy, and generally ably administered. Life, liberty, and the pursuit of happiness, are well secured to the subject.

13. *History.* This country was first known to the Romans about 55 B. C. The legions under Cæsar effected a conquest, but it was subsequently abandoned.

14. The island was again conquered by the Saxons about 450 A. D., and a third time by the Danes in 1017, and lastly by William of Normandy, in 1066.

Questions on the above Lesson.

1. What is remarked of this country?
2. What of the city of London?
3. Of the other large towns?
4. What are her largest rivers?
5. What are her mountains?
6. What are her bays and capes?
7. What are the British islands?
8. What her soil and climate?
9. Her manufactories?
10. What of her commerce?
11. What of her religion?
12. What of her government?
13. Her history in 55? In 450, A. D.?
14. What in 1017? And in 1066?

(Lesson 14.) SPAIN.

1. Spain is an ancient kingdom; it was first settled by the Carthagenians, and then by the Moors from Africa. It is now divided into 14 provinces.

2. *Chief Towns.* Madrid is the capital, and was once a splendid city; Bilboa, Alicant, and Toledo, are also large towns.

3. *Rivers and Bays.* The E'bro, Ta'gus, and Dou'ro, and Biscay, are the principal, but there are many of an inferior class.

4. *Islands and Capes.* Major'ca, Minor'ca, and Iv'ica; and capes Orte'gal, Finisterre, and De Pa'los, are the most noted.

5. *Mountains.* The ancient Calpe', now the hill of Gibraltar, in Africa, and Abi'la; on the opposite shore, are the ancient pillars of Hercules.

6. *Soil and Climate.* The soil of Spain is rich, and produces fruits, wines, grain, silk, drugs, and gold. Horses are handsome, mules are plenty, and the Merino sheep the best in the world.

7. *Inhabitants.* The Spaniards are grave and polite; black eyes and hair; temperate, but indolent, haughty and revengeful.

8. *Religion.* The Roman Catholic religion is established by law and was enforced by the Inquisition. This court has been abolished.

9. *Government.* This is a limited monarchy, but poorly administered; a popular government is looked for.

10. *History.* The Carthaginians, in quest of gold, first planted colonies in this country, and it afterwards fell into the hands of the Romans, and then the Moors, from whom it was taken about 1490.

11. It has recently been at war with France, and has found trouble in its own domestic affairs, which are by no means permanently established.

12. Her colonies, both in North and South America, from which she once drew her silver and gold, have thrown off her government, and set up for themselves.

Questions on the above Lesson.

1. What is remarked of Spain?
2. What are her chief cities?
3. What are her rivers?
4. Her islands and capes?
5. What of her mountains?
6. What of her soil and climate?
7. What of her inhabitants?
8. What of her religion?
9. What of her government?
10. Her early history, &c.
11. Her recent troubles?
12. Her foreign possessions?

(Lesson 15.) PORTUGAL.

1. Portugal is a small kingdom and was once attached to Spain. It is 300 miles long and 200 broad. Population 4,000,000.

2. *Chief Towns.* Lisbon, the capital, stands on seven little hills; it has 200,000 inhabitants. In 1755, it was destroyed by an earthquake, but has since been rebuilt. Oporto is a seaport, and famous for its wine.

3. *Rivers, Bays, &c.* The rivers Dou'ro and Tagus; the capes of St. Vincent, Rox'o, and La'gos; and the bays of St. Ubes and La'gos.

4. *Commerce.* Portugal was foremost in the field of foreign discoveries; her possessions abroad are important, and the civilized world are deeply indebted to her enterprise.

5. *Soil and Climate.* The soil of Portugal is only tolerable; but her wines, Lisbon and Port, are excellent, and her climate soft and agreeable.

6. *Inhabitants.* This people were once brave and enterprising; but under a weak government they have greatly degenerated.

7. *Government.* This is a limited monarchy, but feeble and divided; like that of Spain, it totters.

8. *Religion.* The Roman Catholic persuasion has the undivided support of the crown and the law; no other is tolerated.

9. *History.* Portugal was held, in common with Spain, by the Moors from Africa for many centuries, and was annexed to that kingdom in 1580.

10. In 1640, it was recovered by John, Duke of Bragan'za, and in 1808 it was seized by the French, while the royal family fled to South America.

11. By the help of the English, the French were repelled and peace restored. Since which the court has been in trouble; the usurper, Miguel, now fills the throne.

Questions on the above Lesson.

1. What is remarked of Portugal?
2. What are her chief towns?
3. Of Lisbon and Oporto?
4. Of her rivers and bays?
5. What of her commerce?
6. What of her soil and climate?
7. What of her inhabitants?
8. What of her religion?
9. Her history up to 1580?
10. Her state in 1640?
11. What befel her in 1808?
12. Who aided in the war?
13. What her subsequent state?
14. Her course from New-York?

SECTION V.

ELEMENTS OF GEOGRAPHY.

(Lesson 1.) THE WESTERN CONTINENT.

NOTE. For a sketch of the discovery of this continent, see Reading Exercises, in this part of the work.

1. The western continent consists of two grand divisions, styled North America and South America; the dividing line is the famous Isthmus of Darien.

2. This continent was unknown to the civilized world until 1492; but it was well known, probably, from the earliest ages, to a race of men whom we style Indians.

3. Since its discovery, it has fallen piece-meal, either by purchase, conquest, or fraud, into the hands of some of the most distinguished nations of Europe.

North America.

4. This half of the continent has the following grand divisions:—*First.* The *British* and *Russian* possessions, lying in the north, and extending from the Atlantic to the Pacific.

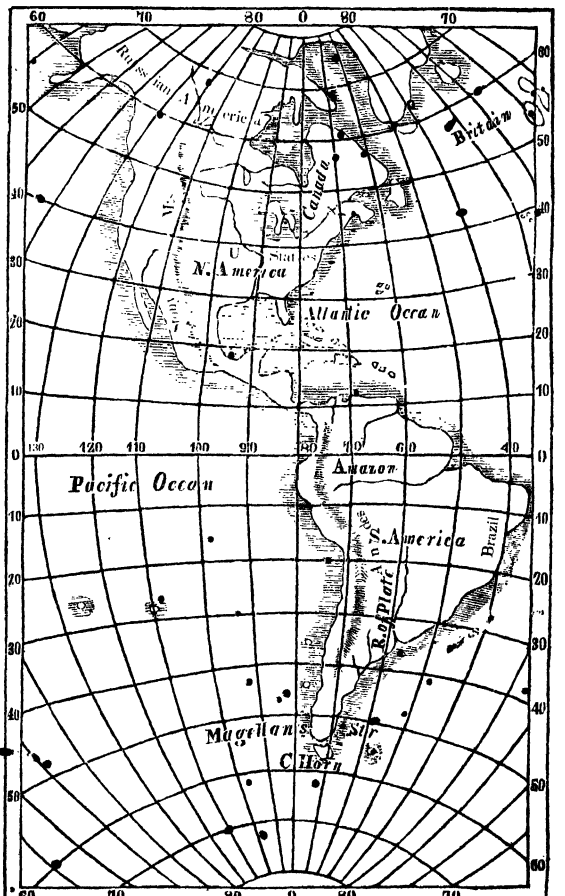
5. *Second.* The *United States* of North America, lying south of the British and Russian possessions, and extending from the Atlantic to the Pacific.

6. *Third.* The late *Spanish* possessions in North America, lying south and west of the United States, extending to South America, and from the Atlantic to the Pacific. Mexican Republic.

7. To these divisions may be added the islands lying on the coast of the continent, which are also in the hands principally of Europeans.

8. *Mountains.* The most prominent ranges are the White, Green, Al'leghany, Appala'chian, Stony, and Cordil'leras; and Mount Eli'as, on the north-west coast.

WESTERN CONTINENT.



9. *Lakes.* Slave Lake, Supe'riour, Mich'igan, Hu'ron, E'rie, Onta'rio, and many of a smaller class.

10. *Rivers.* Macken'zie, Nel'son, St. Lawrence, Rio Brav'o, Colum'bia, Mississip'pi, and Poto'mac.

11. *Gulfs and Bays.* Baf'fin's, Hud'son's, James', and Ches'apeake bays; and the gulfs of Califor'nia, Campeach'y, and Mex'ico.

12. *Capes.* Fare'well, Cod, May, Charles, Henry, Look'out, Fear, Blan'co, and Lu'cas.

13. *Peninsulas, &c.* Nova Sco'tia, Califor'nia, Alas'ca, and Yucatan', and the Isthmus of Darien.

14. *Straits.* Baffin's, Davis', Hudson's, Beh'ring's, and Bello Isle.

15. *Islands.* Newfoundland', Long Island, the Bermudas, and the West Indies.

Questions on the above Lesson.

1. What of the western continent?
2. When first discovered?
3. By whom was it possessed?
4. What since its discovery?
5. The 1st division of N. America?
6. The 2d division of N. America?
7. The 3d division of N. America?
8. The islands of N. America?
9. The mountains of N. America?
10. The lakes of this country?
11. The rivers of this country?
12. What are the gulfs and bays?
13. What the principal capes?
14. What the peninsulas, &c.?
15. Name the principal straits.
16. What are the islands?

(Lesson 2.) BRITISH AND RUSSIAN AMERICA.

1. A vast region of country lying toward the north pole of the earth, and extending from the northern Atlantic to the northern Pacific, is claimed and partially possessed by these powers.

2. Russia has the west, and the British the east, but the dividing line is not known; and much of the country is visited for hunting and trapping only.

3. The British possessions are divided into Upper and Lower Canada, and New-Brunswick, &c. A part of each is indifferently populated.

4. *Chief Towns.* Quebec', Montreal', and Hal'ifax, are the three largest. Quebec is the capital, and one of the strongest places in the British empire.

5. *Commerce.* These provinces carry on a brisk trade with the mother country, in fur, fish, and lumber. They are governed by officers appointed by the crown.

6. *Soil and Climate.* The northern regions are cold and barren, thinly inhabited by a dwarfish race; the southern parts are productive, and the climate is serene and healthy.

7. *History.* British America was originally held by the French, but in the French and Indian war of 1763, it was taken by the English, and has been retained to this day.

Questions on the above Lesson.

1. What of British and Russian America?
2. How is the region divided?
3. How is British America divided?

4. What are the chief towns?
5. What of the commerce?
6. How governed?
7. What the soil and climate?
8. By whom first held?
9. When conquered?
10. Which way from New York?

(Lesson 3.) UNITED STATES OF NORTH AMERICA.

States.

1. Maine,
2. New-Hampshire,
3. Vermont,
4. Massachusetts,
5. Rhode-Island,
6. Connecticut,
7. New-York,
8. New-Jersey,
9. Pennsylvania,
10. Delaware,
11. Maryland,
12. Virginia,
13. North-Carolina,
14. South-Carolina,
15. Georgia,
16. Alabama,
17. Mississippi,
18. Louisiana,
19. Tennessee,
20. Kentucky,
21. Ohio,
22. Indiana,
23. Illinois,
24. Missouri.

Territories.

1. Michigan,
2. North West Territory,
3. Arkansas,
4. Florida.
5. District of Columbia.

1. The *United States* occupy the central and most temperate part of North America; they present a broad and conspicuous belt, stretching from the Atlantic to the Pacific oceans. There are 24 states, besides several large territories.

2. *Chief Towns.* New-York, Philadelphia, Baltimore, Boston, and New-Orleans. New-York is the largest, but *Washington* is the seat of the national government.

3. *Rivers.* No part of the earth is better watered; the Mississip'pi, Missou'ri, Ohi'o, and Poto'mac, are among the largest rivers of the world.

4. *Lakes.* These lie principally in the north, and form a chain of great extent; some of them are larger than the seas of the old world.

5. *Mountains.* The Apalachian chain pervades the Union; the Rocky mountains lie toward the Pacific.

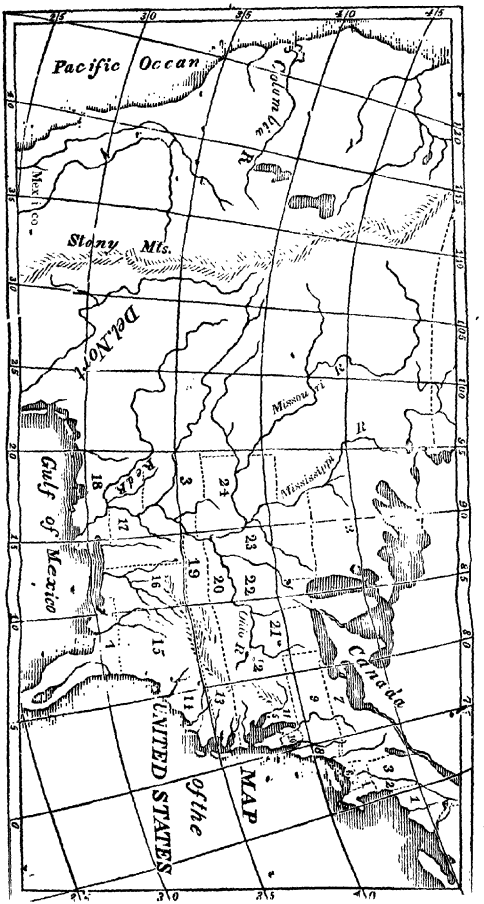
6. *Capes, Bays, &c.* The whole coast of the Atlantic is beautifully indented with capes and bays, estuaries and promontories, and studded with numerous islands.

7. *Soil and Climate.* No country furnishes a richer soil or more salubrious climate. The productions of the earth are abundant, and generally very certain.

8. *Religion.* The people have the liberty of choosing their own religion, and their own mode and time of worship; hence, there are many sects, and some of them very numerous.

9. *Government.* This is a *democratic republic;* the executive power is vested in a president, appointed by the people. At the same time, each state is independent as to its own internal affairs.

10. *History.* The United States were first settled by emigrants


Pacific Ocean
Columbia R
Mexico
Stony Mts.
Del Nort
Missouri R
Mississippi R
Gulf of Mexico
Red R
Ohio R
Canada
UNITED STATES
MAP of the

from Great Britain, in 1616, and were mere colonies, as the Canadas now are.

11. In 1776, they left the guardianship of the mother country, and said they were free; and, after a war of 7 years, they proved themselves so.

Questions on the above Lesson.

1. What of the United States' extent?
2. The towns, capital, &c.?
3. What of the rivers, &c.?
4. Describe the lakes?
5. The ranges of mountains?
6. The capes, bays, &c.?
7. The soil, climate, &c.
8. What of the religion?
9. What of the government?
10. What of the history?
11. Their state in 1776?
12. Which way from London?

(Lesson 4.) DIVISIONS OF THE UNITED STATES.

1. The 24 United States are also divided into the *Eastern*, the *Middle*, the *Southern*, and the *Western* states, and the provincial *territories*, as will appear from the subjoined tables, which show the states, and the chief town of each.

2. *Table 1. Eastern States.*

I. Maine,	*Portland.*
II. New-Hampshire,	*Concord.*
III. Vermont,	*Montpelier.*
IV. Massachusetts,	*Boston.*
V. Rhode-Island,	*Newport.*
VI. Connecticut,	*Hartford.*

3. *Table 2. Middle States.*

VII. New-York,	*Albany.*
VIII. New-Jersey,	*Trenton.*
IX. Pennsylvania,	*Philadelphia.*
X. Delaware,	*Wilmington*

4. *Table 3. Southern States.*

XI. Maryland,	*Baltimore.*
XII. Virginia,	*Richmond.*
XIII. North Carolina,	Raleigh.
XIV. South Carolina,	*Charleston.*
XV. Georgia,	*Milledgeville*
XVI. Alabama,	*Cahawba.*
XVII. Louisiana,	*New-Orleans.*
XVIII. Mississippi,	*Natchez.*

5. *Table 4. Western States.*

XIX. Tennessee,	*Murfreesboro*
XX. Kentucky,	*Frankfort.*
XXI. Ohio,	*Columbus.*
XXII. Indiana,	*Indianapolis.*
XXIII. Illinois,	*Vandalia.*
XXIV. Missouri,	*Jefferson.*

6. *Table 5. The Territories, &c.*

I. Michigan,	*Detroit.*
II. District of Columbia,	*Washington.*
III. Arkansas,	*Little Rock.*
IV. Florida,	*St. Augustine.*

Questions on the above Lesson.

1. What of the 24 states, &c.?
2. The Eastern States and towns?
3. The Middle States and towns?
4. The Southern States and towns?
5. The Western States and towns?
6. The Territories and towns?

(Lesson 5.) MAINE.

1. This is the most easterly state in the union, and adjoins the provinces of Great Britain. It is divided into 9 counties, which are subdivided into townships.

2. *Chief Towns.* Port'land is the capital; it stands on Casco' Bay, has a good harbour, and is in a growing condition. Sac'o, Hal'lowell, Bel'fast, &c., are also flourishing villages.

3. *Rivers*, &c. Penob'scot, Kennebeck', and Sac'o, are the largest; and Umba'gog the principal lake.

4. *Bays, Capes*, &c. Passamaquod'dy, Penob'scot, and Cas'co bays; and Small Point and Porpoise capes. The islands are numerous but small.

5. *Schools*, &c. Bow'doin college, at New-Brunswick, is in a thriving state; and there are many schools and academies instituted.

6. *Government.* Maine has a republican government; the people hold the power, and delegate it for a limited time to the public officers whom they appoint.

7. *History.* This state was settled about 1630; was attached to Massachusetts, as an appended district, 1652, and remained so until 1820, when it was admitted into the Union, and became an independent state.

Questions on the above Lesson.

1. Bound the state of Maine.
2. What is remarked of it?
3. What are her chief towns?
4. What are the rivers and lakes?
5. What are her bays and capes?
6. What of her schools, &c.?
7. What is her government?
8. What is her history.

(Lesson 6.) NEW-HAMPSHIRE.

1. This is an inland state, and has but 15 miles sea-coast; it has a rough face and a strong soil, and is divided into six counties.

2. *Chief Towns.* Portsmouth is the largest town, and is rich in shipping, but Concord is the seat of government.

3. *Mountains.* The White Mountains are 8000 feet high, and are generally covered with snow. Grand Monad'nock lies in the south.

4. *Rivers and Lakes.* The Connec'ticut, Mer'rimack, and Piscat'aqua rivers; and the Umba'gog, San'apee and As'sapee lakes, are the principal.

5. *Soil and Climate.* This is a good grass state; the country is broken; the climate is cold but healthy.

6. *Schools, &c.* Dartmouth college, at Hanover, and Phillips' academy, at Exeter, are noted seminaries; there are also many free schools.

7. *Government.* This is also a republic, whose interests are committed to a governor and legislature appointed by the people.

8. *History.* This state was first discovered in 1614, by Captain J. Smith, and settled in 1623, and afterwards peopled principally from the Bay state, to which she was early attached. She was erected into a separate government in 1679. She has been engaged in five Indian wars, all of a tragic complexion; and she bore an honourable part in the war of the revolution. Her present government was formed in 1784.

Questions on the above Lesson.

1. Bound the state of N. Hamp
2. What is remarked of it?
3. What are her chief towns?
4. What of her mountain
5. What of her rivers and lakes?
6. What of her soil and climate?
7. What of her schools?
8. What of her government?
9. What of her hi
10. Which way from New-York?

(Lesson 7.) VERMONT.

1. Vermont lies west of New-Hampshire, parted by the Connecticut river; it is principally an inland state.

2. *Chief Towns.* Bennington, Burlington, Windsor, &c. and Montpelier, the seat of government.

3. *Mountains.* The Green Mountains run through the state, and the highest point is *Killington Peak*, 3454 feet.

4. *Rivers, Lakes, &c.* The Connecticut, Onion, and Otter rivers; and Champlain and Memphremagog lakes.

5. *Soil and Climate.* The centre of this state is broken, cold and sterile, but on the eastern and western limbs, the soil is good; and the climate throughout the whole is serene and healthy.

6. *Schools, &c.* Vermont has two colleges, one at Burlington and the other at Middlebury, and academies and schools in every part of the state, supported by a tax and state funds.

7. *Government.* The institutions of Vermont are all republican; the people appoint one of the most effective legislatures in the world; and they call pious men to offices of honour and profit.

8. *History.* This state was early claimed by Massachusetts, and in 1741 by New-Hampshire, and by New-York in 1764. In 1790 New-York sold its right to Vermont for $30,000, and in 1791 she entered the Union as an independent state.

Questions on the above Lesson.

1. Bound the state of Vermont?
2. What is remarked of this state?
3. What are her chief towns?
4. What are her mountains?
5. What her lakes and rivers?
6. What her soil and climate?
7. What of her schools, &c.?
8. What of her government?
9. What of her history, &c.?
10. Which way from New-York?

(Lesson 8.) MASSACHUSETTS.

1. This is one of the oldest and most populous states in the Union; it was formerly called the Bay state, and was first in the revolutionary struggle. It is divided into 14 counties.

2. *Chief Towns.* Boston is the capital, and the largest city in the eastern section. It is one of the richest towns in the Union. Salem, Newburyport, New Bedford, Worcester, and Springfield, are large towns.

3. *Mountains.* Wachu'sett in the east, and Mount Tom and the Green Mountains in the west.

4. *Rivers.* The Connec'ticut, Mer'rimac, and Charles rivers, and a great number of smaller streams.

Bays, Capes and Islands. Massachusetts, Plymouth, and Buzzard's bays; Cape Cod, Cape Ann, Mal'abar, and Page; and Nantuck'et and Martha's Vineyard, are the largest islands.

5. *Soil and Climate.* Every part of the state is tolerable soil, and upon the rivers it is highly fertile; the climate also is agreeable and healthy.

6. *Commerce.* This is one of the most commercial states in the Union; her ships and productions and merchants are known in all parts of the world.

7. *Schools, &c.* The institutions of learning in this state are all on a grand scale, and surpassed by none on the globe.

8. *Government.* This is republican, smally tinctured with aristocracy; but upon the whole dignified and energetic.

9. *History.* This state was first discovered, by Capt. J. Smith, in 1614, and settled in 1620, by a small colony from England, who located at Plymouth. The first blood drawn in the revolution was spilled at Lexington, April 19, 1775. This was followed by the battle of Bunker Hill, on the 17th of the following June; a parallel to which is not recorded in history.

Questions on the above Lesson.

1. Bound the state of Massachusetts.
2. What is remarked of it?
3. Her capital and chief towns?
4. What are her mountains?
5. What are her rivers?
6. Her bays, capes, and islands?
7. Her soil and climate?
8. Her schools, &c.?
9. Her government?
10. Her history?
11. Her course from New-York?
12. Her course from London?

(Lesson 9.) RHODE ISLAND.

1. This is the smallest state in the union, but by no means the least important; her industry and enterprise is felt throughout the country.

2. *Chief Towns.* Newport and Providence are the largest; the former is the seat of government. Pautucket is a manufacturing town.

3. *Rivers and Bays.* Providence and Taunton rivers, and Mount Hope and Narraganset bays.

4. *Islands.* The island of Rhode-Island, from which the state takes its name, is 15 miles long, and 3 broad. It has a good soil, and a lovely summer climate.

5. *Soil and Climate.* The soil of this state is generally good, it yields grain and feeds flocks; and the people are rich.

6. *Schools, &c.* At Providence is Brown University, but the common schools are not generally flourishing.

7. *Commerce.* This state trades to the East Indies; and her manufactures are sent to every part of the Union.

8. *Government.* This state has a republican form of government, and the people are as strictly republican as any in the world.

9. *History.* This portion of the country was long held by the Indians, and the encroachments of the whites stoutly opposed; but they finally succeeded, and only a few of the red men are left. It was settled, in 1635, by Roger Williams. The first body politic formed in this state, consisted of 18 persons. Charles II. gave them a charter, in 1663, which is the present constitution.

Questions on the above Lesson.

1. Bound the state of Rhode Island.
2. What is remarked of this State?
3. What are her chief towns?
4. What are her rivers and bays?
5. What are her islands?
6. What her soil and climate?
7. What are her schools?
8. What of her commerce?
9. What of her government?
10. Relate her history.

(Lesson 10.) CONNECTICUT.

1. Connecticut is the last of the class of the Eastern States, but not the least; she holds a powerful rank in the Federal league.

2. *Chief Towns.* Hartford and New-Haven are alternately the seats of government; and New-London is a place of some trade.

3. *Rivers.* The Connecticut, Thames, and Housatonick, are the largest, but there are many of a less class.

4. *Bays and Islands.* Long Island sound, New-Haven and New-London harbours; and Fishers' Island, are the chief.

5. *Soil and Climate.* The soil is strong and good, and the productions abundant; the climate is healthy, but subject to easterly winds.

6. *Inhabitants.* This is the land of steady habits; of sobriety and correct principles; and the land of *schoolmasters* for the United States.

7. *Schools, &c.* Schools are supported here by a public tax, and open alike to the rich and the poor; and *Yale* is probably the first college on the continent.

8. *History.* Connecticut is an old state; her institutions are liberal, and have borne the test of experience. She was powerful in the revolution. It was planted by the Dutch, and the Plymouth Company, in 1633. New-Haven was founded in 1638. The Charter of Charles II. continued the constitution of the state until 1826, when a new constitution was adopted.

Questions on the above Lesson.

1. How is this state bounded?
2. What is remarked of it?
3. What are the chief towns?
4. Name the principal rivers.
5. Find the islands and bays.
6. What the soil and climate?
7. What of the inhabitants?
8. What of the schools, &c.?
9. What of the history?
10. What course from Cape Horn?

(Lesson 11.) NEW-YORK.

1. This is the richest and most populous and most powerful state in the confederation; it is divided into 56 counties.

2. *Chief Towns.* New-York city is the most populous and commercial town on the continent, and will soon rank with some of the first cities of the old world.

3. Albany is the seat of government, and, with Hudson, Troy, and Schenectady, ranks among our incorporated cities. There are, besides, many flourishing villages.

4. *Mountains.* The Catskill and Highlands, on the Hudson, are the highest, and they afford beautiful scenery.

5. *Rivers.* The Hudson is the largest, but the state is well watered by a great variety of smaller streams.

6. *Lakes.* These are numerous and noble; Erie and Ontario are the largest, and the state has many others exclusively her own.

7. *Canals.* Of these there are several, and others are annually constructing. The western canal is one of the longest in the world.

8. *Islands and Bays.* York Island, Staten Island, and Long Island, are the most noted; and the Bay of New-York, is the principal.

9. *Rarities.* The Cohoes and Niagara falls; Basaltes rocks, and mineral and salt springs are not all found in any other state.

10. *Schools, &c.* The institutions of learning are upon a grand scale, and will one day place the citizens among the most favoured in the world. There are nearly 9000 common schools.

11. *Government.* The constitution of this state is republican, and were it not for party strife, her political influence might be easily extended to the limits of the nation.

12. *History.* This state was first discovered by Henry Hudson in 1609; and the first settlement was made by the Dutch, in 1614, on York Island, which was called *New Amsterdam;* it was afterwards taken by the English, in 1664, for the duke of York. In 1673, it was retaken by the Dutch, but given up by treaty. This state took a noble and active part in the war of the revolution.

Questions on the above Lesson.

1. How is New-York bounded?
2. What is remarked of the state?
3. What are her cities and towns?
4. Describe her mountains.
5. What of her rivers?
6. Point out her lakes.
7. What is said of her canals?
8. Her bays and islands?
9. What are her rarities?
10. Her institutions of learning?
11. What is her government?
12. What of her history?

(Lesson 12.) NEW-JERSEY.

1. New-Jersey is a comparatively small state, her form is that of an hour glass, the sand in one half of which runs into New-York, and that in the other, into Philadelphia, and New-Jersey has no sand.

2. *Chief Towns.* Newark, Brunswick, Princeton, and Trenton; the latter is the seat of government; and none of them large.

3. *Rivers.* The Hudson and Delaware wash her shores, and she has a large portion of sea-coast.

4. *Capes and Bays.* Sandy Hook and Cape May, and the Bay of Newark, are the most noted.

5. *Soil and Climate.* The soil in the northern and middle parts is excellent, but the south is light and sandy. The climate is healthy throughout.

6. *Commerce.* This state trades principally to New-York and Philadelphia; and she is rich in bog and mountain iron and free stone.

7. *Schools, &c.* In this state are two colleges, one theological school, and a number of academies; but the poor are neglected.

8. *History.* This state was also a gift by Charles II. to his brother, the duke of York; and by him sold to his friend Berkeley, of the island of Jersey, on the coast of France, after which the state is called. It suffered much in the war of the revolution.

Questions on the above Lesson.

1. How is this state bounded?
2. What is remarked of her for
3. What are her chief tow is?
4. What of he ; &c.?
5. What are her capes and bays?
6. What her soil and climate?
7. What of her commerce?
8. What of her schools, &c.?
9. What of her history?
10. What course from Quebec?

(Lesson 13.) PENNSYLVANIA.

1. This is a large and flourishing state, and well stocked with an industrious people, expert in the arts of agriculture.

2. *Chief Towns.* Philadelphia is the largest city, but Har'risburgh is the seat of government; besides these, there are Lan'caster and Pitts'burgh.

3. *Rivers.* The Delaware, Susquehan'nah, and Alleghany, and a small part of Lake Erie, water this state.

4. *Soil and Climate.* This state has some of the best land in the union, and some that is light and poor; but the climate is surpassed by no country.

5. *Mountains.* The Alleghany mountains run through the state, and furnish timber, coal, and iron.

6. *Commerce.* Pennsylvania has a heavy capital in shipping, and trades with every part of the world.

7. *Schools.* There are 4 colleges in this state, but none very eminent, and the state of learning is rather low.

8. *History.* This state was granted by Charles II., in 1681, to William Penn, who also bought the soil of the Indians, between whom and himself there was a strict and mutual friendship. It was settled by a colony of Friends near the close of the same year.

Questions on the above Lesson.

1. How is this state bounded?
2. What is remarked of her?
3. Name her chief towns?
4. Trace her rivers.
5. What of her soil and climate?
6. What of her commerce?
7. What of her schools?
8. What of her history?
9. The latitude of Philadelphia?
10. Which way from London?

(Lesson 14.) DELAWARE.

1. This state is but little larger than Rhode Island; it has however a less dense population, and much less enterprise.

2. *Chief Towns.* Wilmington, New-Castle, and Dover; the latter is the seat of government, and none are large.

3. *Rivers, Bays, &c.* Delaware river and bay are the principal; and Henlopen the principal cape.

4. *Soil and Climate.* Delaware yields excellent wheat; the northern part has a good soil and is healthy, but the sea shore is low and subject to fevers.

7. *Commerce.* This state has a small coasting trade, and excellent mills on the Brandywine.

8. *History.* Delaware was planted by a colony of Swedes and Finns at Cape Henlopen, in 1627. They were driven out by the Dutch in 1655, and these by the English in 1664. In 1682, the state was given to W. Penn, and attached to Pennsylvania, and was under the government of W. Penn. Richard Penn, in 1775, released her from his government, and she became an independent state.

Questions on the above Lesson.

1. How is Delaware bounded?
2. What is said of the state?
3. What of her chief towns?
4. What of her rivers, &c.?
5. What of her soil and climate?
6. What of her commerce?
7. What her early state?
8. Her subsequent state?

(Lesson 15.) MARYLAND.

1. This is an old maritime state, divided by the Chesapeake into the eastern and western shores.

2. *Chief Towns.* Baltimore is the largest, and the third city in the United States; but Annapolis is the seat of government.

3. *Rivers and Bays.* The streams are numerous but small; it claims a section of the Susquehannah, and has the best half of Chesapeake bay.

4. *Soil and Climate.* This is a wheat and tobacco country, and towards the ocean it is low and the climate unhealthy.

5. *Inhabitants.* The people are mostly catholics, possess large farms, and employ slaves to cultivate them.

6. *Schools.* There are several colleges and academies, but among the poor learning is at a low ebb.

7. *Government.* The government of all the states is republican, and in some it is purely so; but in this and the other southern states the striking distinction of master and slave obtains, which savours of aristocracy and sometimes of tyranny.

8. *History.* This state is named after the catholic *Mary*, who presented it to Lord Baltimore, after whom its first city was called. The first settlers were 200 Roman catholics, who founded St. Mary's in 1634.

Questions on the above Lesson.

1. How is Maryland divided?
2. What is remarked of her?
5. Her soil and climate?
6. Her inhabitants?

3. What her chief cities?
4. What her rivers and bays?
7. Her schools, &c.?
8. Government and History?

(Lesson 16.) VIRGINIA.

1. This is the oldest, and, until recently, the most powerful of the states. It has more territory than England.

2. *Chief Towns.* Richmond is the capital; Norfolk is a fine city on the seaboard; Peterboro' and Yorktown are noted.

3. *Rivers.* Potomac, York, James, and Ohio, with a number of less note, enrich this state.

4. *Bays and Capes.* Chesapeake bay, 200 miles long and from 7 to 20 broad, at the chops of which are capes Charles and Henry.

5. *Rarities.* Of these the state has many: the natural bridge, Madison's cave, blowing cave, burning cave, subterrancan passage of two miles, ancient forts, the warm, hot, and sweet springs, and the mineral springs.

6. *Soil and Climate.* The high parts enjoy a temperate atmosphere, but along the coast the country is low and unhealthy. The soil is generally good.

7. *Inhabitants.* The farms are large, and houses from 2 to 10 miles apart; the wealthy are hospitable, the poor rank low, and the slaves next to horses and cattle.

8. *Schools, &c.* This state has several colleges, and efforts are making to raise the standard of knowledge.

9. *History.* The first settlement was made in 1607, at Jamestown, on James river: its first efforts were feeble and surrounded with difficulties. In 1613, John Rolf married the Indian princess Pocahontas, and carried her to England, where she died. The first settlers bought their wives from England and paid 150 lbs. of tobacco for a choice. This state was second only to Massachusetts in the noble struggle for liberty.

Questions on the above Lesson.

1. How is Virginia bounded?
2. What is remarked of this state?
3. What are her chief cities?
4. What are her rivers?
5. What are her bays and capes?
6. What are her rarities?
7. What her soil and climate?
8. What of her inhabitants?
9. What of her schools, &c.?
10. What of her history?

(Lesson 17.) NORTH CAROLINA.

1. This state was also settled at an early date, and in its general features it resembles the state of Virginia.

2. *Chief Towns.* Ra'leigh is the capital; Ed'enton and Wilmington are among the largest.

3. *Rivers and Mountains.* The Roano'ke, Cape Fear, Tar, and Neuse rivers, and the Appala'chian mountains.

4. *Capes and Bays.* Capes Hat'teras, Fear, and Lookout, and Albemarle and Pamlico sounds.

5. *Swamps.* Of these there are two, the Great and Little Dismal Swamps. They cover large tracts of country.

6. *Rarities.* Mount Ararat, a mile high, pointed like a sugar-

loaf, from the summit of which rises a rock 300 feet. Also the Mis'sletoe, which saps the oak and kills it.

7. *Soil and Climate.* The south is low, sandy, hot and unhealthy; but in the north the soil and climate are better.

8. *History.* This state was originally attached to South Carolina, but as population increased a division took place in 1729, by the authority of Charles II., and one was called North and the other South Carolina. A colony was planted in this state 1585, but it returned to England the following year. It was afterwards settled by emigrants from Virginia in 1660.

Questions on the above Lesson.

1. How is this state bounded?
2. What is remarked of it?
3. What are chief towns?
4. The rivers and mountains?
5. The capes and bays?
6. What of the swamps?
7. What are the rarities?
8. The soil and climate?
9. The history, &c.?
10. Course from New-York?

(Lesson 18.) SOUTH CAROLINA.

1. *Chief Towns.* Charleston, a rich and flourishing city, is the capital; Beau'fort, Georgetown, and Columbia; the latter is the seat of government.

2. *Rivers and Mountains.* Great and Little Pe'dee, San'tee, Edis'to, and Ash'ley and Cooper rivers; and the Appalachian mountains.

3. *Capes and Islands.* Cape Romain and Sullivan, and Port Royal islands, are the chief.

4. *Soil and Climate.* The soil ranges from the best to the poorest; the climate is warm and often unhealthy.

5. *Schools.* The literary institutions in this state are not very flourishing; the rich send their children abroad, and the poor do as well as they can.

6. *History.* This state, as well as North Carolina, was the theatre of many struggles and much bloodshed, but the result was liberty to all but the poor negroes. It was first settled in 1670. Charleston was founded by Sayle, in 1671.

Questions on the above Lesson.

1. How is this state bounded?
2. What are chief towns?
3. The rivers and mountains?
4. The capes and islands?
5. The soil and climate?
6. The literary institutions?
7. What of the history?
8. What course from Cape of Good Hope?

(Lesson 19.) GEORGIA.

1. *Chief Towns.* Savan'nah is the largest, but Mil'ledgeville is the seat of government; Augusta and Washington.

2. *Rivers and Mountains.* The Savan'nah, Ogee'chee, rivers, &c., and the Blue Ridge, a limb of the Appalachian range.

3. *Islands, &c.* Tybee', War'saw, Sa'ble and Cumberland, are the principal islands.

4. *Rarities.* Here are several mineral springs, and one which

flows from the trunk of a tree. Also, a swamp 300 miles round, called Ouaquaphenogue (O kef e no'ge.)

5. *Schools, &c.* The prospects of schools in this state are flattering, the funds are large and will soon be brought into operation.

6. *Commerce.* This state and all the southern section trade largely in cotton, rice, indigo, tobacco, corn and flour; but the eastern states do their carrying business.

History. During the French and English wars this was our most southern state, and it suffered greatly from the Indians. George II. made a charter of this territory to Gen. Oglethorpe, who, in 1783, founded the city of Savannah.

Questions on the above Lesson.

1. What are chief towns of Georgia?
2. What the rivers and mountains?
3. What the islands of this state?
4. What are rarities, &c.?
5. What of the schools, &c?
6. What of the commerce?
7. What of the history?
8. The course from Albany?

(Lesson 20.) ALABA'MA.

1. This is a new state, and but recently admitted a member of the Union; but it is rapidly advancing.

2. *Chief Towns.* Cahaw'ba is the seat of government, and Huntsville, Mobile, and Blakeley, are growing towns.

3. *Rivers.* The Alaba'ma, Tombighee, Talapoosa, and Perdido, are the principal rivers.

4. *Soil and Climate.* This is a level fertile country, and produces sugar, coffee, cotton and rice; the climate is warm, but generally healthy.

5. *Commerce.* The productions of this state are exchanged for those of the eastern and middle sections, who are the carriers, and a lively trade is sustained.

6. *Schools, &c.* Each town has set apart 640 acres, and the congress has given 20,000 acres for the support of schools.

7. *History.* This portion of the U. S. was formed into a territory in 1817, and 3 years after, 1820, it was made an independent state, and admitted into the union.

Questions on the above Lesson.

1. How is this state bounded?
2. What is remarked of this state?
3. What are the chief towns?
4. Trace the rivers of this state?
5. What of the soil and climate?
6. What of the commerce?
7. What of the schools?
8. Which way from Canton?

(Lesson 21.) MISSISSIPPI.

1. *Chief Towns.* Natch'ez, Monticel'lo, and Washington, are the principal; none of them large.

2. *Rivers.* The Mississippi, Ya'zoo, Pearl, and Pascagou'la, are all noble streams.

3. *Mountains.* The great chain which commences in the state of Maine, terminates in this state.

4. *Inhabitants.* The settlers of this state are generally from the eastern section, styled New England; and a few of the old Indian stock are left.

5. *Commerce.* This state grows sugar, coffee, cotton, and rice, and carries on a brisk exchange with the old states.

6. *Soil and Climate.* A large portion of the soil of this state is greatly productive; there are parts, however, which are low and marshy, and in the warm season unhealthy.

7. *History.* This is a new state, and a part of the once undefined region styled the Georgia lands. It was settled at Natchez, in 1779; erected into a territorial government in 1800, and admitted into the union an independent state in 1817.

Questions on the above Lesson.

1. How is this state bounded?
2. What of the chief towns?
3. What of the mountains?
4. What of the inhabitants?
5. What of the commerce?
6. The soil and climate?
7. The history?
8. The course from Boston?

(Lesson 22.) LOUISIANA.

1. *Chief Towns.* New-Orleans, a fine city on the Mississippi, 100 miles from its mouth, is the capital, and the Alexandria of the New World.

2. *Rivers.* The Mississippi is the principal, and one of the largest on the globe; Red river and Sabine river.

3. *Soil and Climate.* This state is highly productive, and rich in cotton and sugar; but the land is low, and the climate is generally hot, and frequently unhealthy.

4. *Lakes.* Ponchartrain' and Mau'repas are the largest, but there are many of a smaller class.

5. *Inhabitants.* This state has a medley of people, from almost every part of the world. The French are probably the most numerous.

6. *Schools.* The state of literature is low, and schools greatly neglected, nor are the morals of the people very elevated.

7. *History.* This is a part of the territory which was purchased of France, about 1803, for $15,000,000. It was first explored in 1682, and settled by the French in 1699. It was admitted into the union in 1812.

Questions on the above Lesson.

1. How is this state bounded?
2. What of New-Orleans?
3. What are the rivers?
4. What the soil and climate?
5. What are the lakes?
6. What of the inhabitants?
7. What the state of schools, &c.?
8. What the history?

(Lesson 23.) TENNESSEE.

1. *Chief Towns.* Mur'freesboro' is the seat of government, and Nash'ville, Knox'ville, Clarks'ville, and several other villes, are growing towns.

2. *Mountains.* The Cumberland mountains pass through this state under several names, and render the surface broken.

3. *Rivers.* Cumberland and Tennessee rivers are the largest, but there are many small streams.

4. *Springs and Mines.* Salt springs are found in many parts, and iron, alum, lead, and coal, are abundant.

5. *Rarities.* Remains of towns and forts of great antiquity, are found, and large streams of water fall into the earth and disappear.

6. Prints of the feet of men, beasts, and birds, are found imbedded in the solid rock; the work of former ages.

7. *Schools.* The institutions of learning in this state, and the funds for the support of schools, are respectable.

8. *History.* This state was formerly a part of North Carolina. Settlements were made in it as early as 1775. In 1790, it was made a territory, and in 1796, it was erected into an independent state.

Questions on the above Lesson.

1. How is Tennessee bounded?
2. What are her chief towns?
3. What are her chief rivers?
4. What of her springs and mines
5. What are her rarities?
6. What of prints of rocks?
7. What of her schools?
8. What of her history?
9. Which way from Boston?

(Lesson 24.) KENTUCKY.

1. *Chief Towns.* Frankfort, Lexington, and Louisville, are the largest; the first is the seat of government.

2. *Rivers.* The Ohio, Cumberland, and Tennessee, with several others of a smaller grade.

3. *Mountains.* The Cumberland mountains, with their several branches, pervade the state.

4. *Soil and Climate.* The soil of this state, and that of Tennessee, are rich in the production of wheat, corn, tobacco, and hemp, and the climate delightful through the year.

5. *Rarities.* River banks 300 feet high of fine white marble. Springs yielding the best lamp oil; and others that afford salt. Pittfalls which swallow up whole farms; and several extensive caves.

6. *Schools.* Kentucky has a flourishing college at Lexington; and has provided amply for common schools.

7. *Commerce.* The productions of this state and Tennessee, find a market by the way of the Mississippi at New-Orleans.

8. *History.* This state is a portion of what was formerly styled Virginia Lands, and was made a territory in 1790, and a state in 1792. It was first settled, in 1773, by Col. Daniel Boone.

Questions on the above Lesson.

1. How is Kentucky bounded?
2. What are her chief towns?
3. What her principal rivers?
4. What her chief mountains?
5. What her soil and climate?
6. What are her rarities?
7. What of her schools?
8. What of her commerce?
9. What of her history?
10. Which way from Pekin?

(Lesson 25.) OHIO.

1. The Ohio is a large, powerful, and still growing state, luxuriant in its productions, and free from stones and mountains.

2. *Chief Towns.* Cincinna'ti, Chil'licothe, Mariet'ta, and Zanesville, are large and growing towns; but Columbus is the seat of government.

3. *Rivers.* Ohi'o, Muskin'gum, Scio'ta, and the two Miam'is, with numerous small ones.

4. *Soil and Climate.* The soil is rich and beautifully variegated with gentle undulations, and the climate is mild and healthy.

5. *Productions.* Grass, grain, tobacco, and fruits, and the comforts of life easily obtained and cheap.

6. *Schools.* One 36th of the land of the state, and a grant for a college, are set apart for the cause of learning.

7. *Inhabitants.* The people of this state are chiefly from the old states; they are frugal and industrious. Canals are opening, schools founding, and churches rising as by magic.

8. *History.* Ohio is a portion of the country which was formerly known as the western territory. It was admitted into the union in 1802. The first settlement was made at Marietta, in 1788.

Questions on the above Lesson.

1. How is Ohio bounded?
2. What are her chief towns?
3. What her principal rivers?
4. What her soil and climate?
5. What are her productions?
6. What of her schools, &c.?
7. What of her inhabitants?
8. What of her history?

(Lesson 26.) INDIANA.

1. *Chief Towns.* Vincennes' is the largest town, but Indianapo'lis is the seat of government.

2. *Rivers.* The Wa'bash and her tributary streams are the principal waters of the state.

3. *Soil and Climate.* The soil and productions of this state are similar to those of Ohio; and the climate is so mild as to admit of the growth of the vine.

4. *Schools.* Each town has an appropriation of land for the support of schools; and the state a whole township for that of a college.

5. *Inhabitants.* These are from the old states, and they took their morals, manners, and customs with them.

6. *History.* This state was settled by the French in 1730, and in 1818 it was erected into a state, and admitted into the union.

Questions on the above Lesson.

1. How is this state bounded?
2. What are her chief towns?
3. What are her rivers?
4. What her soil and climate?
5. What of her schools?
6. Of her inhabitants?
7. What the latitude of her chief towns?

(Lesson 27.) ILLINOIS.

1. *Chief Towns.* Vanda'lia is the seat of government, but Kaskas'kia is the most populous.

2. *Rivers.* The Mississippi, Illinois, and Wabash, are the principal.

3. *Soil.* The soil is productive, and agreeably diversified with hills and vallies; it has large grass-fields called Prair'ies.

4. *Climate.* This is mild, but the country is new, and the incident diseases prevail.

5. *Inhabitants.* As yet the state is but partially settled; but her yeomanry are a hardy thriving race.

6. *History.* This state was settled by the French about 1756, but the bulk of the inhabitants is from the eastern states. It was admitted into the union in 1818.

Questions on the above Lesson.

1. How is this state bounded?
2. What are the chief towns?
3. Trace the principal rivers?
4. What of the soil of this state?
5. What is the climate?
6. What of the inhabitants?
7. What of the history?
8. The latitude of the towns?

(Lesson 28.) MISSOURI.

1. *Chief Towns.* St. Louis and Jefferson are the largest. Madrid and Franklin are growing towns.

2. *Rivers.* The Missouri, Mississippi, and other large streams.

3. *Mountains.* The O'zarch range passes through this state, and abounds with minerals, especially rich lead ore.

4. *Soil and Climate.* The country is new, the soil good, especially on the rivers. The southern part is swampy, but the climate is salubrious.

5. *History.* This is the most westerly state in the sisterhood, and the last admitted to the order; but she will soon have a companion, Arkansas, on her southern border.

Questions on the above Lesson.

1. How is this state bounded?
2. What her chief towns?
3. Her largest rivers?
4. Her chief mountains, &c.?
5. Her soil and climate?
6. What of her history?
7. Latitude of St. Louis?
8. Longitude of Jefferson?

(Lesson 29.) THE TERRITORIES.

1. The territories are new portions of the continent designed at a proper time to be admitted into the federal compact, with all the privileges and powers of states.

2. These are almost annually springing up, and the mind can hardly set limits to their number; at present the three most prominent are Michigan, Arkansas, and Florida.

3. *Michigan.* This lies in the north-west; it has a fine soil, and a healthy climate; it is mostly surrounded by lakes, and watered by many streams. The capital is Detroit.

4. *Arkansas.* This lies in the west; it has much good land, some noble rivers, and flourishing towns, the largest of which is Little Rock, or Arkapo'lis.

5. *Florida.* This is in the south-west; it is an old Spanish settlement, and recently purchased of that nation. Its chief town is St. Augustine.

6. *District of Columbia.* This is a territory of 100 square miles taken from the states of Maryland and Virginia, and appropriated to the national government.

7. The chief towns are Washington, Georgetown, and Alexandria. The capitol is at Washington, and congress has assembled there since the year 1800.

cuous from almost every part of the city plot.

Questions on the above Lesson.

1. What is said of the territories
2. Which the most prominent?
3. Bound Michigan.
4. What of its soil, &c.?
5. Lat. and long. of Detroit?
6. Bound Arkansas.
7. What of good land, &c.?
8. Lat. and long. of Arkapolis?
9. Bound the Floridas.
10. What of the settlements?
11. Lat. and long. of St. Augustine?
12. What of the Dist. of Columbia?
13. Whence was it taken?
14. What the chief towns?
15. What of Washington?
16. Lat. and long. of that city?

(Lesson 30.) SPANISH AMERICA.

1. This portion of the continent was lately claimed and governed by the crown of Spain, but recently the royal yoke has been rejected, and a popular government substituted.

2. *Chief Towns.* Mexico, an ancient city; Santa Fe, Vera Cruz, Chia'pa, Le'on, and many others.

3. *Mountains.* The Cordil'leras pervade the whole country, the peaks of which are volcanoes and covered with snow.

4. *Rivers and Lakes.* The Rio Brav'o and Collora'do rivers, and lake Chepula, are among the largest.

5. *Gulfs, Bays, and Capes.* Gulf of Mexico, Campe'achy, Hondu'ras, and Califor'nia; cape Blan'co and St. Lucas are the chief.

6. *Soil and Climate.* The soil is the best in the world, grows the best grains and fruits, and furnishes gold, silver, &c.; and in the high land the climate is pure, but near the sea, unhealthy.

7. *Religion.* Spaniards are generally Roman Catholics, and their priests in this country amass great wealth.

8. *History.* Cor'tez, a Spaniard of doubtful character, in 1521 found the natives possessed of a vast and wealthy empire, with Mexico for their capital, and a population of many millions.

9. To christianize these, that is, get their gold, he used fire and sword; he roasted their king upon a bed of burning coals, and exterminated 8,000,000 of unoffending people. The country is now in a state of revolution.

Questions on the above Lesson.

1. How is this country bounded?
2. What is remarked of it?
3. Find the chief towns.
4. Trace out the mountains?
5. What are the rivers?
6. What are her gulfs and capes?
7. What the soil and climate?
8. What of the religion?
9. What of the history?
10. Cortez's ostensible object?

(Lesson 31.) AMERICAN ISLANDS.

1. The American islands are numerous; they lie in and around the gulf of Mexico, and are styled the West Indies.

2. *Cuba.* This is the largest; it belongs to Spain; its soil is rich and grows sugar and tobacco. *Havana* is the capital.

3. *Hayti* was formerly a French island, but now belongs to the blacks, who were once slaves; capital, *St. Domingo.*

4. *Jamai'ca.* This belongs to the English, and is fruitful in sugar, rum, and fruits. *Kings'ton* is the capital.

5. *Porto-Rico* is another island of some extent, and is rich in sugar, tobacco, &c. It belongs to Spain. Capital, St. John's.

6. There are many other smaller islands which are claimed by the Europeans, and from which every vestige of the primitive population have been swept.

7. *Productions.* Coffee, cotton, rum, sugar, &c. and mines of the several metals. The climate is warm and subject to tempests and diseases.

Questions on the above Lesson.

1. What the situation of these islands?
2. What of Cuba and its capital?
3. Hayti and its capital?
4. Jamaica and its capital?
5. Porto-Rico and its capital?
6. The other small islands?
7. The productions, &c.
8. Their course from New-York?

SECTION VI.

ELEMENTS OF GEOGRAPHY.

(Lesson 1.) SOUTH AMERICA.

1. South America is a great peninsula; it has been in the hands of the Spaniards and Portuguese for nearly 300 years.

2. For the last ten years, the whole has been in a state of revolution, and the Spanish yoke has been thrown off and republics instituted, but it is apprehended that the people want knowledge, virtue and patriotism to sustain them.

3. At present it has the following divisions: Colombia in the north, Amazonia in the centre, Peru and Chili in the west, Brazil and Buenos Ayres in the east, and Patagonia in the south.

4. *Rivers and Mountains.* The Amazon, La Plata, Oronoco rivers; and the chain of the An'des are the chief.

5. *Bays, Capes, &c.* Panam'a, All Saints, St. George bays; and St. Roque, Horn, and Blan'co capes.

6. *Islands and Lakes.* Tri'nidad, Falk'land, Chi'loe and Terra del Fuego islands, and Titica'ca lake are the principal.

7. *Soil and Climate.* South America has much excellent soil and a salubrious climate; but some portions wholly the reverse.

8. *Productions.* The productions are various and abundant, and the mines of gold and silver are the best in the world.

9. *History.* Pizar'ro, another Spanish adventurer, with a few desperate followers, landed in Peru, and by fraud and treachery massacred the unoffending natives and pillaged the country.

10. These Christian freebooters were followed by others armed with authority, and who, professing the zeal of apostles, soon finished the work of desolation and took possession of the whole peninsula.

Questions on the above Lesson.

1. How bounded, and what said?
2. Present state and divisions?
3. Its rivers and mountains?
4. Bays and capes?
5. Islands and lakes?
6. Soil and climate?
7. What the productions?
8. The first conquerors?
9. The second conquerors?
10. The course from Asia?

(Lesson 2.) REPUBLIC OF COLOMBIA.

1. This government has been formed since the commencement of the revolution, and it includes most of the country on the west, north of the Amazon.

Chief Towns. Quito, [Ke'to] Truxil'lo, and Santa Fe de Bogota; the last is the seat of government.

3. To the east of those, on the Atlantic, lie several small states, once owned by the Portuguese, French and Spanish nations, and also the division of Venezuela; the chief towns of which are Car'accas, Cum'ana and Surinam. Parima is the chief lake, and the Oronoco the largest river.

4. *Soil and Climate.* The soil is said to be good; a great part of it is mountainous and healthy, but the sea shore is low and sickly. The country is in an unsettled state, and new divisions, and owners, and arrangements frequently take place.

Questions on the above Lesson.

1. What of the date of this republic?
2. What are the chief towns?
3. What lies to the east of it?
4. To whom do they belong?
5. Soil and climate of this country?
6. What is the state of the country?
7. What towns are mentioned?
8. What lakes and rivers?

(Lesson 3.) AMAZONIA AND PATAGONIA.

1. The first of these lies in the centre of the country, and is very little known. It is inhabited by the tamed and untamed natives, but claimed by Brazil.

2. *Soil and Climate.* The soil of this region is said to be astonishingly fertile, but the climate is unhealthy to all but the natives.

3. *Rivers.* The Amazon, with its numerous branches, some of which equal the largest rivers of Europe, spread over the whole country.

4. Patagonia lies at the southern extremity of the peninsula, and is as little known as Amazonia. It also belongs to the natives, some of whom are said to be cannibals.

5. It is represented as a barren, cold, and rocky country, and full of mountains, but no rivers; a mere lodge for wild beasts.

6. Still south of this lies the island *Terra del Fuego*, which means the *Land of Fire.* Between the two, runs the celebrated strait of Magellan, discovered by that navigator in his first attempt round the world.

Questions on the above Lesson.

1. What is said of Amazonia?
2. By whom inhabited?
3. What of the soil and climate?
4. What of the rivers, &c.?
5. What of Patagonia?
6. Who inhabits this country?
7. What the soil and climate?
8. What of the Land of Fire, &c.?

(Lesson 4.) PERU.

1. Peru lies upon the great Pacific ocean, and is proverbial for its lofty mountains and rich mines.

2. *Chief Towns.* Li'ma is the capital, and once the richest city in the new world; Truxillo and Cus'co are old cities.

3. *Soil and Climate.* Much of the country is broken, but the low land along the sea shore is fertile. The climate is healthy, but subject to tempests, and has but little rain.

4. *Rivers, &c.* The Amazon heads in this country; all the other streams are small.

5. *Mines, &c.* These are among the richest in the world, and besides those of gold, &c. there are some of quicksilver.

Questions on the above Lesson.

1. How is Peru bounded?
2. What is remarked of her?
3. What are her large towns?
4. What are her soil and climate?
5. What of her rivers?
6. What of her mines, &c.?
7. Latitude of Lima?
8. Course from New-York?

(Lesson 5.) CHILI.

1. This is a long and narrow range of country lying along the coast of the Pacific, south of Peru.

2. *Chief Towns.* Santia'go is the capital; Valparaiso and Conception are large towns.

3. *Soil and Climate.* The country along the sea shore is level and rich; the mountains are barren; rain is scarce, but the climate is agreeable.

4. *Remark.* It is said by travellers that an industrious enterprising people would soon make this one of the finest countries on the globe.

5. *History.* Chili has thrown off the Spanish yoke, and established an independent republic, which has been acknowledged by the United States of America.

Questions on the above Lesson.

1. How is Chili bounded?
2. What is her situation?
3. What are her chief towns?
4. What are her soil and climate?
5. What is remarked of her?
6. What of her history?
7. Latitude of Santiago?
8. What course from Canton?

(Lesson 6.) BUENOS AYRES.

1. This is a lovely country; its name means a *Salubrious Atmosphere;* it is also called La Pla'ta, after the river which passes through it.

2. *Chief Towns.* La Plata, Poto'si, La Paz', Santa Fe, and Buenos Ayres, which is the capital of the state, are among the largest.

3. *Rivers.* The river of Plata, with its branches, pervade the whole country. Some of these are navigable several hundred miles.

4. *Soil, &c.* Limbs of the Andes pass through the western section, but upon the rivers the soil is good, and vegetation abundant.

5. *Mines.* This country is rich in the precious metals, and might be easily made more so in the productions of the earth.

6. *History.* This, with all the neighbouring states, has lately passed through the ordeal of a revolution; the agitations of which have not yet wholly subsided.

7. The present form of government is republican, but there appears to be too little virtue in the people to sustain popular institutions.

Questions on the above Lesson.

1. How is this country bounded?
2. What is remarked of her?
3. Name her chief towns?
4. What are her rivers?
5. What of her soil and climate?
6. What of her mines?
7. Of her late history?
8. Her present government?

(Lesson 7.) BRAZIL.

1. Brazil lies to the east, and is washed by the Atlantic, and the river Amazon. It is a rich and powerful state, and, until lately, claimed by Portugal.

2. *Chief Towns.* St. Sebas'tian's, St. Salvador, St. Paul's, and Olin'da, are the principal; St. Sebastian's is the largest.

3. *Rivers.* The Amazon, with its branches, and St. Francisco, water the country.

4. *Soil, &c.* A large portion of Brazil is rich and flourishing, and vegetation comes to great perfection.

5. *Government.* Brazil was formerly a province, and attached to the crown of Portugal; but she has recently been created an empire, and presents the first crown worn in the new world.

6. *Army and Navy.* This young kingdom calls into action a large army and a growing navy, both of which have been recently employed in self defence.

7. *Mines.* This kingdom has several mines, which are rich; and the country produces diamonds, and other precious stones.

Questions on the above Lesson.

1. How is Brazil bounded?
2. What is said of this country?
3. What are the chief towns?
4. What are the rivers?
5. What the soil, &c.?
6. What the government?
7. What the army and navy?
8. What of the mines?

Promiscuous Questions.

Tell the lat. and long. of Lima.
Quito, Cape Horn, Buenos Ayres.
St. Sebastians, Cape Roque, Mexico.
Mount Elias, Chimborazo, Mt. Tom.
Boston, Rutland, Concord, Hartford.
Albany, Trenton, Dover, Annapolis.
Philadelphia, Washington.
Richmond, Columbus, St. Louis.
New-Orleans, Mobile, Natchez.
Little Rock, Detroit, Portland.
Mount Washington, Quebec.
Cape May, Blanco, St. Lucas.
Tell the course from Japan to Fez.
Canton to Owhyhee, thence to Lima.
Cape Good Hope to Cape Cod, thence to Cape Fear.
Egypt to Baltimore, thence to Mexico.
C. North to Mallasca, thence to Chiloe.
Cape Horn to the Naze, thence to Portugal, thence to Boston, thence to China and Alasca.
Rome to Botany Bay, thence to Morocco.
Guinea to Cairo, thence to Bagdad.
Mocha to Archangel, thence to Paris.
Madrid to N. York, thence to Moravia.
Madagascar to New Zealand, thence to Borneo.
Mexico to Port Jackson, thence to Iceland.
The Red Sea to Hudson's Bay.
Algiers to Patagonia and Java.
New-York to London and Sumatra.
Boston to Liverpool and Quito.
Baltimore to Amsterdam.
Washington to Constantinople.
New-Orleans to Guinea.
Buenos Ayres to Tripoli.
Nankin to Petersburgh.
Charleston to Medina.
London to Cape Farewell.
Rocky Mountains to Hecla.

INDEX, PART

page.

Reading Exercises.

Emphasis, definition, &c. 3,7
Inflections of the voice 8,22
Application, &c. Shun danger 26
" Contented shepherd 28,31
" Juvenile philosophy 33,35
" The Bible 37,39
" The Prodigal Son 41
" Judah's Plea 44,46
" Gathered to their fathers 47,50
" Immortality 51
" Rules for reading verse 54
" American Eagle 56
" N. York Sailor Boy 58
" Address to Winter 61
" The Wine Bibber 62
" Evening 65
" Morning 66
" A Mother's grief 69
" The Burial 71
" The Seasons 73
" There is no God 76
" Knot of Daffodils 78
" Thy Days how few 79
" The 137th Psalm 81
" Americans & Britons 83
" Good Man's destiny 85
" The Snail 87
" Dialogues, &c. 91,218
" Columbia 220
" Discovery, &c. 222
" Blue Ridge, &c. 227
" Voice of the Seasons 230
" Uncharitable spirit, &c. 233
" The Mother 235
" Perfect Speaker 238

Grammatical Exercises.

Grammar, 1st part of speech, 5
" 2d do. do. 6

page.

Grammar 3d part of speech, 8
" 4th do. do. 10
" 5th do. do. 11
" 6th do. do. 13
" 7th do. do. 15
" 8th do. do. 18
" 9th do. do. 20
" 10th do. do. 23
" Nouns and their properties 27,36
" 1st rule of Syntax 39
" 2d do. 47
" Verbs, &c. 49
" 3d rule of Syntax 51
" 4th do. 53
" 5th do. 55
" The Articles 57
" 6th rule of Syntax 58
" Adjectives 60
" 7th rule of Syntax 61
" 8th do. Adverbs, &c. 64
" Government, &c. 65
" Pronouns, &c. 68
" Personal Pronoun 70
" Adjective do. 72
" 9th rule of Syntax 77
" 10th do. do. 80
" The Relative Pronoun 84
" 11th rule of Syntax 86
" 12th do. do. 88
" Conjunctions 94
" 13th rule of Syntax 96
" Interjections 98
" 14th rule of Syntax 100
" 15th do. do. 102
" 16th do. do. 104
" Moods and Tenses 106
" Participles, &c. 111
" Inflection of Verbs, Walk, 113
" 17th rule of Syntax 121
" 18th do. do. 133

Grammar. Infinitive mood 140
" 19th rule of Syntax 142
" Imperative mood 144
" Defective Verbs 146
" Inflection of To Be 149
" Inflection of verb Love 161
" 20th rule of Syntax 173
" 21st do. do. 177
" 22d do. do. 180
" 23d do. do. 182
" Ellipsis, &c. 185
" Punctuation. The Comma 212
" Semicolon 223
" Colon, 226
" Interrogation 228
" Exclamation 229
" Dash 231
" Parenthesis 232
" Period 234
" Exercises 236

Arithmetical Exercises.

Arithmetic. Addition, &c. 4,10
" Subtraction 11,13
" Multiplication 14,18
Division 20,26
" Compound terms. Federal Money 28,36
" English Money 38,52
" Troy weight 55,57
" Avoirdupois weight 59,61
" Apothecaries weight 63,65
" Cloth measure 67,68
Arithmetic. Long measure 69,72
" Land measure 74
" Cubic measure 76
" Liquid measure 79
" Dry measure 81
" Time measure 83
" Circular measure 85
" Exercises, &c. 88,96
" Mixed Numbers 96,108
" Reduction of Money 110,116
" Weights and Measures 117,130
" Currencies, &c. 132,142
" Fractions, &c. 143,166
" General Rule for Currencies 168,170
" Single Proportion 174,193
" Double Proportion 196,210
" Practice, &c. 213,228
" Tare and Tret 230
" Taxes, &c. 240

Appendix.

Geography. Section 1st. World, 243
Section 2nd. Eastern Continent, 249
do. 3d. Africa, 259
do. 4th. Europe, 264
do. 5th. Western Continent, 276
do. 6th South America, 297